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Learning by Osmosis or Intervention? Preparing Faculty to Lead Short-Term Programs Abroad

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Learning by Osmosis or Intervention?
Preparing Faculty to Lead Short-Term Programs Abroad

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PIM 74

A capstone paper submitted in partial fulfillment of the requirements for a Master of Arts in
International Education at SIT Graduate Institute in Brattleboro, Vermont, USA

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List of Abbreviations

AAC&U	Association of American Colleges and Universities
BEA	Babson Electives Abroad
CA	Course Administrator
CLC	Course Linked Capstone
FYS	First Year Seminar
Glavin Office	Glavin Office of Multicultural & International Education
IIE	Institute of International Education
JMCFE	Joint Management Consulting Field Experience
LFM	Lead Faculty Member
MSEL	Master of Science in Entrepreneurial Leadership
PM	Program Manager
PSU	Pittsburg State University
RISD	Rhode Island School of Design (RISD)
SAIC	School of the Art Institute of Chicago
TPP	Third Party Provider
WSU	Washington State University

Abstract

This Course Linked Capstone (CLC) paper focuses on the rationale for and design of a publically accessible handbook for faculty teaching, or interested in teaching, undergraduate courses overseas through Babson's Electives Abroad (BEA) program. BEAs, run out of the Glavin Office of Multicultural & International Education, are four-credit Advanced Liberal Arts and Advanced Elective Courses taught by Babson faculty that involve a one to three-week international travel component.

The goal of the handbook is three-fold: to enhance internal materials and codify unwritten policies and procedures; to address key gaps in the current development, management, and assessment of BEAs; and to make the process for proposing, developing, managing, and assessing BEAs available to the larger Babson community. The proposed handbook would invite faculty to design and evaluate their courses in light of the following learning theories: Experiential Learning Theory, the Learning Zone Model, Baxter Magolda's Learning Partnerships Model, Backward Design, and Emerging Adulthood.

In its finished form, the handbook will provide prospective and current faculty with the tools and resources necessary to partner with the Glavin Office to write a course proposal, develop and manage their course, appropriately handle student issues and crises abroad, and evaluate their program upon return. While this CLC paper focuses on the rationale for and design of the BEA Faculty Handbook, the hope is that this capstone will ultimately result in the creation of a handbook that would be publically available in the fall of 2016 prior to the start of the 2017-2018 course proposal process.

Introduction

In September 2015, I began my practicum placement as a Program Manager with the Electives Abroad (BEA) and Joint Management Consulting Field Experience (JMCFE) programs in the Glavin Office of Multicultural & International Education (Glavin Office) at Babson College in Wellesley, MA. Babson College is known for its focus on entrepreneurship and business. For the last 18 years, Babson was ranked by *U.S. News & World Report* as the number one school for entrepreneurship (Babson, 2015b). It is a small but incredibly international school offering both graduate and undergraduate programs.

In the recent *Open Doors Report*, Babson was recognized for its achievements in sending students abroad on short-term faculty-led programs, ranking first in the category of special focus institutions sending students to study abroad on short-term programs. The top three special focused institutions (Babson College, Chicago School of Professional Psychology, and Rhode Island School of Design) sent 245, 201, and 159 students respectively on short-term study abroad programs during the 2013-2014 academic year (Institute of International Education (IIE), 2015).

Short-term programs abroad have continued to expand at Babson. During the 2015-2016 academic year, 269 students participated in 13 credit-bearing international elective courses for graduate and undergraduate students, three JMCFE projects, and an MSEL consulting project in 13 different countries. The international elective courses, known as Babson Electives Abroad (BEA), are taught by Babson faculty members using an intensive format. Courses include between one and four pre-departure sessions, a one to three-week international travel component, and final deliverables upon return. Graduate BEAs fall under the electives portion of the curriculum. Undergraduate BEAs currently include Advanced Liberal Arts and Advanced Electives courses.

As a leader in the field of short-term study abroad, I was interested to see how other institutions compared to Babson. In researching other institutional models, I noticed one striking difference: a surprising number of institutions had large sections of their website or whole handbooks devoted to the development of short-term faculty-led programs. These included large universities such as Texas Tech, the University of Wisconsin, and Wake Forest University as well as smaller institutions like Springfield College and the Chicago School of Professional Psychology. At these institutions, prior to even submitting a course proposal, prospective faculty could review examples of strong course proposals, timelines for program development, faculty responsibilities, and emergency procedures. This same information was not available to the Babson community. Prospective faculty only had access to a short description of a BEA on the website. To even view the requirements for a course proposal, faculty needed to create an account, log into the system and begin an application.

I wondered to what extent current and prospective faculty, Course Administrators (CAs), and the Glavin Office Program Managers (PMs) would benefit from the development of some sort of publically accessible document about the course proposal, development, management, and assessment process. The document I envisioned would provide faculty with a deeper understanding of what exactly is entailed in teaching a course overseas. It would also provide a framework for discussions between PMs and new and returning faculty about how to develop, administer, and evaluate BEAs.

Looking to make a meaningful contribution to both my office and the SIT community, I decided to use this Course Linked Capstone (CLC) to discuss the rationale for and to design the contents of a publically accessible faculty handbook for the BEA programs. The goal of the handbook would be three-fold. First, the handbook would enhance internal materials and codify

unwritten policies and procedures. Second, the handbook would address key gaps in the current development, management, and assessment of BEAs. Third, the handbook would make the process for proposing, developing, managing, and assessing BEAs available to the larger Babson community. I hoped to use the many skills I learned at SIT Graduate Institute particularly in Design and Delivery, Design Concepts and Evaluation, and Training and Design for Experiential Learning to design the handbook.

While Babson offers BEAs for both graduate and undergraduate students, I decided to narrow the scope of this CLC to focus solely on undergraduate BEAs. Graduate BEAs are more complex than undergraduate BEAs, catering to a very wide range of students, multiple degree programs, and both on-campus and distance learning students. Undergraduate BEAs serve a very specific student population, all of whom are participating in the same degree program and are required to be on campus the semester prior to course travel. Given my eight years of experience working with undergraduate students prior to Babson, the uniformity of the undergraduate program, and the fact that I will be working with the majority of undergraduate courses next year, I decided to focus the handbook on undergraduate BEAs.

I began the design process by first assessing the current state of the Glavin Office's resources and materials. I found that many of the Glavin Office's policies were not codified and while strong internal resources existed, many were out of date and only some were made available to faculty well after their course had been approved to run. There were also large gaps in materials. Among other things, the Glavin Office lacked explicit criteria for approving or canceling courses, specific learning objectives for short-term programs abroad, and a comprehensive evaluation and assessment plan.

I went on to examine the handbooks and resources made publically available at other institutions and then conducted a needs assessment to gauge the interest from Babson faculty and administrators in a handbook. My research indicated a strong interest from faculty and administrators in having a publically accessible handbook that was available in both a printed and online format. Based on the offerings of other institutions and the feedback from Babson faculty and administrators, I decided that the handbook would include the following sections: program overview, roles and responsibilities, timeline, proposing a course, developing a course, on-site program management, returning to Babson, health and safety, emergency procedures, Babson policies and procedures, and important contact information. The handbook would also include case studies for handling behavioral situations and emergencies abroad, a sample budget, and exercises for incorporating intercultural learning into the course. A detailed summary of the contents of the BEA Faculty Handbook can be found in Appendix A.

While this CLC paper focuses on the rationale for and design of the BEA Faculty Handbook, the hope is that this capstone will ultimately result in the creation of a handbook that would be publically available in the fall of 2016 prior to the start of the 2017-2018 course proposal process. In its finished form, the handbook will provide prospective and current faculty with the tools and resources necessary to partner with the Glavin Office to write a course proposal, develop and manage their course, appropriately handle student issues and crises abroad, and evaluate their program upon return. The handbook will prove equally valuable for CAs participating on a BEA and PMs as they work with faculty to manage their courses.

Theoretical Foundations

Student Learning and Development

The field of study abroad has continued to change and evolve. According to Michael Vande Berg (2007), the focus of learning on study abroad programs have transitioned from listening to a lecturer impart information to experiential, student-centered learning. The Junior Year Abroad model saw students spend a full year away from their home institutions enrolled in a foreign university. They attended lectures, absorbed information, and returned to their home institutions as learned and cultured individuals. Now students study abroad for shorter and shorter periods, participating in semester, summer, and even week-long programs. These programs are no longer lecture based, assuming that students will learn by osmosis. They are rooted in the conviction “that if our students are to learn effectively, we [international educators] need to intervene, before, during, and after their experiences abroad to shape and support their learning” (Vande Berg, 2007, p. 394).

Actively intervening in a college student’s learning is particularly critical in light of their developmental stage. At Babson College, most undergraduate students are in the traditional 18 to 22 age range and would fall into the developmental stage of Emerging Adulthood. This stage is characterized by Jeffrey Arnett as “the age of identity explorations, the age of instability, the self-focused age, the age of feeling in-between, and the age of possibilities” (Arnett, 2007, p. 69). It is in this season of life that college students find themselves on a “developmental journey toward self-authorship” (King & Baxter Magolda, 2011, p. 211). They are moving away from a state of dependence and reliance on others for their values, beliefs, and social identity. Babson students are at a crossroads and a place of uncertainty, slowly moving toward a place of self-authorship where they are able to construct their own belief system, values, and interdependent

relationships. It is at this crossroads that students require support in developing their internal authority and strengthening their inner voices while also being challenged to engage with others and the complexities of this world. Education in this season and according to Baxter Magolda's (2004) Learning Partnerships Model requires educators to intervene with the appropriate combination of challenge and support. This is echoed in the Learning Zone Model. In their discussion of experiential entrepreneurship education, Robin Anderson, Brooke Envick, and Prasad Padmanabhan (2012) discuss three distinct zones that students and faculty can find themselves in: the comfort zone, the learning zone, and the

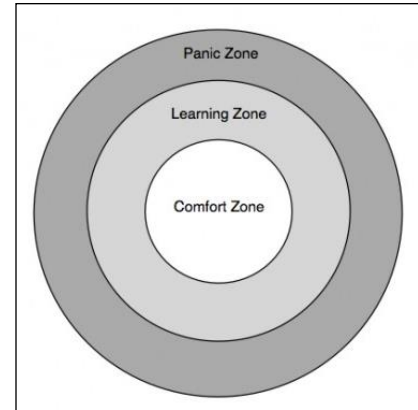


Figure 1. Learning Zone Model. This figure illustrates the three different zones of learning: comfort zone, learning zone, and panic zone.

panic zone. Neither the comfort zone nor the panic zone are optimal environments for learning. In the comfort zone, the level of support is too high and the student remains in the realm of what is known. Conversely, in the panic zone, the level of distress is too high for the student and learning is overridden by fear. The optimal environment for learning is when students find themselves in the “learning zone” or “an environment in which students feel eustress, which is the type of stress that is healthy and gives one a feeling of fulfillment” (p. 66). When students remain in their comfort zone, they remain in what is familiar and comfortable. Anderson, Envick, and Padmanabhan argue that it is vital for faculty to remain in their comfort zone on programs abroad enabling them to recognize when students move from their learning to panic zone.

Babson Electives Abroad (BEAs) are designed to facilitate each student's journey toward self-authorship, pushing them out of their comfort zone and into their learning zone. Traveling with a small cohort of Babson students, a Course Administrator (CA), and Lead Faculty Member (LFM) ensure a supportive environment for all students. At the same time, students are

challenged to step outside of their comfort zone, whether that be eating a new type of cuisine, using local transportation, or working on a consulting project for a local business. They are invited prior to the course to consider their hopes and expectations, during the course to journal and reflect on their experiences, and following the course to assess what they have learned and how they grew during their experience.

Experiential Learning and Learning Styles

As opposed to traditional classroom learning, study abroad can easily be viewed as inherently an experiential learning activity. Students move beyond the comfort of their own classroom into a new learning environment in another country. But simply learning in a new environment does not equate to experiential learning per se. Vande Berg describes three master narratives that have characterized and informed the design of study abroad programs over the years: positivism, relativism, and experiential/constructivism. Each paradigm takes a different view of learning. In the positivist narrative, programs are designed to expose students to something that is new and different. Students are shaped by their environment abroad and return home more cultured, emulating the behaviors they learned abroad. Central to the relativist narrative is cultural immersion. The student who becomes aware of cultural difference at home is immersed in cultural difference through their program abroad. They return home as a more culturally aware and sensitive person. The constructivist or experiential narrative regards the positivist and relativist paradigms as being insufficient (Vande Berg, Paige, & Lou, 2012; Vande Berg & Harvey, 2016). This narrative acknowledges that the experience of going abroad and “experiencing ‘the new and different’ does not in and of itself change deeply ingrained perspectives and behavior... Experience is not the same as learning.” (Vande Berg, Paige, & Lou, 2012, p. 20) It draws from Thiagi’s well-known saying that “people don’t learn through

experience, they learn through reflecting on that experience” (The Thiagi Group, 2015).

Exposure and immersion are insufficient for true experiential learning to take place. Students require educators and mentors to actively intervene in their learning and to lead them through the Experiential Learning Cycle.

David Kolb describes experiential learning as happening when students are walked continuously through the Experiential Learning Cycle (as cited in Brooks-Harris & Stock-Ward, 1999). Experiential learning begins with a concrete experience, moves to reflective observation and onto abstract conceptualization and then to active experimentation.

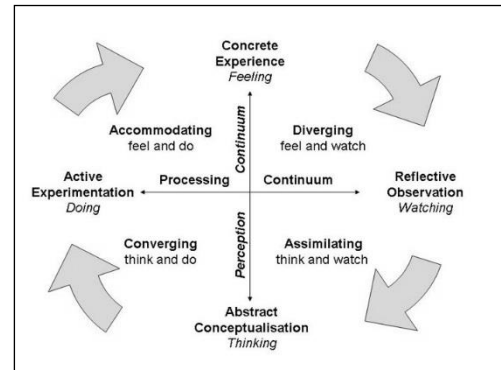


Figure 2. Kolb's Experiential Learning Cycle. This figure illustrates the experiential learning cycle that students go through as well as the four different learning styles (McLeod, 2013).

This type of experiential learning that is rooted in Kolb's Experiential Learning Cycle is at the core of each BEA. Faculty members are encouraged to design the academic content and course experience such that students are consistently moving through the Experiential Learning Cycle. When students arrive in country, many faculty will focus the first day on a cultural orientation introducing students to their host country. Students will be encouraged to reflect on their observations each evening in their journals. The next day in class, students will discuss what they learned and the faculty will share their experiences and expertise. They will then have opportunities to directly apply their learnings in consulting projects and in other deliverables. The cycle begins again.

Kolb's Experiential Learning Cycle also highlights four different learning styles: diverging, assimilating, converging, and accommodating. Traditional college education and the Junior Abroad Model of sending students to sit and listen to lectures caters to students who

identify as assimilators. Each BEA course offers learning experiences that will engage students from all four learning styles whether that be a visiting the Petronas Towers in Kuala Lumpur, hearing from a Portuguese entrepreneur about their new business in Lisbon, making tempura in Tokyo, or working on a consulting project for a Chilean firm.

This experiential learning model extends beyond the student experience. The intent of the handbook and trainings offered for the LFM's and CAs will also be rooted in experiential learning. Examples of this include small group discussions of health and safety case studies, debriefing sessions, and online video tutorials (Brainsharks) about financial reporting systems.

Learning Objectives

Well-developed learning objectives are central to a meaningful study abroad experience. According to Thomas Teague (2014),

...advisers and administrators cannot simply sit by while their students are abroad and expect them to simply absorb, perhaps by osmosis, knowledge, growth, and understanding of the world around them. Intention, strategy, and adherence to goals should be employed. First and foremost, underlying any program abroad should be some sort of student learning outcomes. What do we want our students to be able to do, acquire, and learn while they are abroad? (p. 75)

Recognizing their importance, many study abroad offices have developed specific intercultural learning objectives for their semester and year-long study abroad programs. Students are assessed in areas such as intercultural competency, global mindedness, and language proficiency.

While learning outcomes have been developed for longer term programs, schools often overlook short-term programs. Babson College is no exception. While the Education Abroad team at Babson has a well-defined set of learning objectives for semester and yearlong programs abroad, when I arrived at Babson no learning objectives existed for short-term programs abroad. Some have expressed doubt regarding the extent of intercultural learning that can happen on a short experience abroad. Instead, they leave the development of learning outcomes to the faculty

leading these courses or to the school or degree-specific learning outcomes. Although this allows for significant faculty autonomy and course-specific outcomes, it often means that short-term programs lack learning outcomes focused on areas of intercultural competency, global mindedness, or language proficiency. While an extended time abroad certainly can increase the depth of a student's cross-cultural learning, Springfield College notes that significant learning can happen on short-term courses and that learning outcomes are necessary for students to interpret their experiences:

The answer to the question of whether it is possible to learn something about society, self, or culture during a brief visit to another place is *yes*. However, the learning outcomes need to be carefully developed. The challenge, then, is to design short-term programs that include assessable internationally focused outcomes. These outcomes provide students with a lens through which they can interpret and articulate their experiences. (Springfield College, 2009, p. 6)

Washington State University (WSU) is the leader in the field in terms of developing learning outcomes for short-term programs abroad. In *Education Abroad: How to Design a Faculty-Led Program*, WSU outlines eight learning outcomes. These outcomes are assessed on a scale of Emerging – Developing – Engaging and are as follows:

1. The student understands his/her culture in a global and comparative context – recognizing that his/her culture is one of many diverse cultures and that alternative perceptions and behaviors may be used on cultural differences.
2. The student accepts cultural differences and tolerates cultural ambiguity.
3. The student demonstrates knowledge of the host's culture (beliefs, values, perspectives, practices, and products).
4. The student demonstrates knowledge of global issues, processes, trends, and systems (i.e., economic and political interdependency among nations, environmental-cultural interaction, global governance bodies).
5. The student uses knowledge, diverse cultural frames of reference, and alternative perspectives to think critically and solve problems.
6. Student uses a foreign language to communicate.
7. The student appreciates the language, art, religion, philosophy, and materials culture of different cultures.
8. The student understands how his/her intended field (academic/professional) is viewed and practiced in different cultural contexts. (Washington State University, 2015)

Many schools have modeled their own learning outcomes off of WSU's list of eight. Springfield College (2009), for example, "invites and urges faculty to incorporate one or more of the international learning outcomes listed." Their four learning outcomes come directly from WSU (outcomes 1, 2, 7, and 8). Similarly, Pittsburg State University (PSU) has seven outcomes, six of which come directly from WSU (outcomes 1, 2, 3, 4, 6, and 7). They also incorporate an additional outcome: "Students will demonstrate the knowledge to be able to travel independently" (PSU, 2013). Loyola University (2015) draws many of their learning outcomes from WSU but has divided them into three categories: knowledge, skills, and attitudes.

Other institutions choose to utilize the Global Learning VALUE Rubric developed by the Association of American Colleges and Universities (AAC&U). The AAC&U defines global learning as "a critical analysis of and an engagement with complex, independent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability." The rubric assesses six skill areas: global self-awareness, perspective taking, cultural diversity, personal and social responsibility, understanding global systems, and applying knowledge to contemporary global contexts (Association of American Colleges and Universities, 2013).

Developing learning outcomes for short-term programs requires a recognition of the limits of the program and of the learner. As Darla Deardorff (2009) points out, the duration of the program is a significant factor in determining the degree of student learning:

Another challenge in assessing global citizenship outcomes within education abroad is aligning realistic outcomes with the duration and type of experience abroad. What can a student reasonably be expected to learn in a week-long experience versus a 6-week summer program versus a semester abroad? The outcome should be matched appropriately to the length of the experience. (p. 350)

Bloom's Taxonomy offers a helpful tool for describing the depth of knowledge that a student can feasibly gain during a short-term experience abroad. Bloom differentiates between higher and lower levels of learning using the following six categories: knowledge (least difficult), comprehension, application, analysis, synthesis, and evaluation (most difficult) (Wilson, 2015). Given their duration, short-term programs may focus more the majority of their learning outcomes on lower levels of learning. This is true at WSU where the majority of learning outcomes center around the student's understanding or demonstrated knowledge. That said, WSU and other institutions recognize that a short-term program can promote higher levels of learning such as developing critical thinking skills.

Utilizing these resources and best practices from other institutions, I created a set of learning objectives specifically for undergraduate BEAs (Appendix B). These objectives reflect industry best practices, the limits of short-term programs abroad, and the values of Babson College. These learning objectives are designed to supplement and deepen the degree specific learning objectives.

Developing a Global Mindset

At the core of these learning objectives are the development of a student's global mindset and intercultural communication skills. This ties into the Glavin Office's overall vision of being "the catalyst for the development of entrepreneurial leaders with a global mindset." Adapting Deardorff's (2004) definition of intercultural competency, the Glavin Office defines a global mindset as the ability to communicate and behave appropriately and effectively in an intercultural situation utilizing attitudes, knowledge, and skills to bridge across differences for innovation and to explore commonalities that unite us. Students are first introduced to the concept of a global mindset during their orientation to Babson. This concept will be carried

through into the pre-departure sessions as well as the course content. During the pre-departure sessions, students will also be introduced to Hofstede's value dimensions (as cited in Tirmizi, 2008) and will be invited to explore how their home and host culture compare.

Evaluation and Assessment

Evaluation and assessment are vital to ensuring that each BEA is a high-quality course that fosters student learning and also meets the needs of the institution, students, faculty, and administration. An assessment plan has been developed using Grant Wiggins and Jay McTighe's (2005) Theory of Backward Design to assess the extent to which each BEA is meeting the stated student learning objectives. Wiggins and McTighe's theory is centered around the question: "How do we make it more likely – by our design – that more students really understand what they are asked to learn?" (p. 4). They begin by looking at the desired results: what should students be able to do? At Babson, these results are the student learning objectives. From there, the question is asked: what evidence is needed to say that students have achieved these results? Only after these questions have been answered will a learning plan be created.

According to Grant Wiggins and Jay McTighe (2005) and Tasha Bleistein and Mary Shephard Wong (2015), collecting data from multiple sources is key in developing an assessment plan. Triangulations brings about a more robust assessment. In light of this, BEAs will use a variety of assessment methods to evaluate the student learning objectives.

Needs Assessment

Glavin Office

I began the design process by first assessing the current state of the Glavin Office's resources and materials. I found that the Glavin Office had developed several strong internal resources, particularly addressing crisis management, emergency protocol, and financial

management. At the same time, I noticed that many of the available resources and trainings were either outdated, catered solely to analytic learners, or were designed for internal use and not for external readers. For example, Lead Faculty Members (LFMs) and Course Administrators (CAs) were provided with a detailed list of steps to follow to complete expense and purchasing card allocation reports upon returning from abroad. With a new system in place, these needed to be updated to reflect new protocols. The available documents were cumbersome to read and only catered to analytic learners. In addition, there appeared to be large gaps in the materials available. While the office had designed learning objectives for long-term study abroad programs, no learning objectives existed for short-term programs. There was also no comprehensive assessment and evaluation plan and no materials on designing a curriculum rooted in experiential learning. I came away from this assessment with a strong understanding of the strengths and gaps in the office's materials and what I would need to do to improve existing materials and to fill the gaps.

Institutional Review

I went on to examine the handbooks and resources made publically available at other institutions. The top five special focus institutions listed in the *2015 Open Doors Report* include Babson College, The Chicago School of Professional Psychology, Rhode Island School of Design (RISD), Middlebury College – Language Schools, and School of the Art Institute of Chicago (SAIC) (IIE, 2015). Of these schools, only The Chicago School and SAIC have published handbooks. RISD's study abroad website includes a brief section about the faculty-led proposal process. No information is made publically available on the Middlebury College website.

In order to determine best practices around developing a faculty handbook, I reviewed handbooks from The Chicago School, SAIC, and a variety of small and large U.S. institutions. Some institutions like SAIC have faculty participate in a two-part proposal process whereby faculty must submit an initial proposal which is then reviewed by the Dean's Selection Committee. Several proposals are then selected for a second round proposal which includes additional documentation. Many institutions are explicit in their handbooks or websites about their course selection criteria. These criteria range from a maximum program fee of \$3,000 for a two-week course (The Chicago School, 2016) to requiring that "the destination and overseas travel ... be chosen with the health and safety needs of our students in mind" (Springfield College, 2009). Some institutions go as far as having an additional set of criteria for canceling or not renewing programs as is the case at North Carolina State University (2016) and The Chicago School (2016). The University of Washington (2016) prefers to shy away from using the word "criteria" and instead lists a set of components of a strong proposal. Wake Forest University (2015), host to the WISE Conference, has a well-developed faculty handbook. The handbook includes sections on faculty director requirements, services offered to faculty directors, budgets, marketing and recruitment, student applications, accepting students and collecting deposits, course registration, faculty travel forms, paying program expenses and submitting receipts, pre-departure steps, upon arrival, and returning home. There are also sample budgets and a general timeline.

Needs Assessment

With the intention of gauging whether current or prospective Babson faculty members would utilize a handbook and the type of content that would be most useful, I created a survey and emailed it out to key stakeholders in the college. These stakeholders included current, past,

and prospective LFMs and CAs as well as the Babson Electives Abroad (BEA) team and additional members of the college administration who interact with the BEA team. The survey received 29 responses from 13 faculty, 12 administrators, two members of the Electives Abroad team, one college staff member, and one retired faculty. Of the respondents, 19 (66%) indicated they had previously participated in or led a BEA as an LFM or CA, five (17%) indicated they had yet to participate in or lead a BEA, and 3 (10%) indicated an indirect connection with BEA. When asked how likely on a scale of one (unlikely) to ten (very likely) they would be to use an online or printed handbook in the development or administration of a BEA, 76 percent of respondents (22) gave a score of seven or higher. Only two respondents, one faculty and one college administrator with extensive experience with BEAs, gave a score below five.

When asked about the content of the handbook, twenty or more faculty and administrators expressed that the following topics would be highly useful: roles and responsibilities (PM, LFM, CA) (26); on-site program management (25); emergency procedures (25); important contact information (25); student development and dealing with student issues abroad (23); Babson policies abroad (23); timeline for proposing, developing, managing, and assessing a BEA (22); preparing students for the experience abroad (20); and health and safety (21). Of the 29 participants, the following topics were noted as “not useful” by more than two people: criteria or elements of a strong course proposal (5), marking and recruitment (4), financial considerations (3), and developing specific learning objectives (3).

Ten or more participants indicated the following tools would be “very useful”: best practices (17), samples (13), resource list (13), case studies (12), online video tutorials (Brainsharks) (12), and a list of Third Party Providers (11). Only two tools received more than

two “not useful” ratings: Brainsharks or audiovisual tools (5) and activities (4). A summary of results can be viewed in Appendix C.

After reviewing the state of the Glavin Office’s materials, the available resources at other institutions, and the interest level of faculty and administrators at Babson, I concluded that designing a publically accessible handbook for BEAs would prove extremely beneficial.

Goals and Objectives

Faculty Handbook

I designed the Faculty Handbook with the following goals and objectives in mind: (1) Faculty will understand the timeline and process for submitting new and repeat course proposals. (2) Faculty will be prepared to submit course proposals that reflect the elements of a strong proposal. (3) The Glavin Office and Undergraduate Dean will approve, postpone, or cancel courses in light of the criteria found in the handbook. (4) The Lead Faculty Member (LFM), Course Administrator (CA), and the Glavin Office will understand their responsibilities in course development, on-site program management, course finances, course evaluation and assessment, and risk management. (5) The LFM and the Glavin Office will develop programming and course materials that reflect learning objectives, relevant student development theories, experiential learning models, and intercultural learning. (6) The LFM and the Glavin Office will remain compliant with all Babson rules and regulations.

Undergraduate Electives Abroad

The objectives of the undergraduate Babson Electives Abroad (BEA) courses are as follows: (1) The LFM will partner with the Glavin Office to deliver an intensive elective course for 15-26 undergraduate students to an international site over one of the school breaks. (2) Pre-departure sessions will prepare students to effectively engage with and navigate cultural

differences while abroad. (3) Courses will include at least five contact hours of pre-departure sessions prior to international travel. (4) Courses will meet all Babson requirements for a four-credit Advanced Liberal Arts or Advanced Elective course. (5) Courses will adhere to all Babson regulations and protocols concerning health and safety.

Elective Abroad Student Learning Objectives

To complement the undergraduate degree specific learning objectives (Appendix D), I drafted an initial set of student learning objectives which were then reviewed and edited by the BEA staff team. They are currently under review by a group of BEA faculty members. These learning objectives were developed in light of the best practices from other faculty handbooks, and in particular WSU, and reflect the values of Babson and the Glavin Office. They will serve as the metric for student's learning on any BEA program. The student learning objectives are as follows: (1) Student responds appropriately to situations abroad in light of Babson's health, safety, and emergency protocol. (2) Student demonstrates independence and confidence in international travel. (3) Student demonstrates knowledge of the host culture including its underlying values, beliefs, and practices as well as its impact on diversity. (4) Student develops strategies to effectively engage with cultural differences, issues of diversity, and challenging situations. (5) Student uses knowledge, diverse cultural frames of reference, and alternative perspectives to think critically and solve problems. (6) Student reflects on their experiences abroad, articulate lessons learned, and identify future applications. Each learning objective is evaluated on a scale of one to six from emerging to developing to engaging using the rubric found in Appendix B.

Program Description

Babson Electives Abroad Overview

Babson Electives Abroad (BEA) are short-term, faculty-led courses that include a one to three-week international experience. These courses are four-credit Advanced Liberal Arts and Advanced Elective courses that offer students a unique experience to travel overseas with a Babson professor, a Course Administrator (CA), and a small cohort of 15-26 Babson students to explore a specific discipline in a new context. These courses provide students with real hands-on experience outside of the classroom including company site visits, consulting projects, and visiting important cultural sites.

The overseas component of the course falls during one of the four school breaks: Thanksgiving, winter, spring, and summer break. In addition to an international travel component, each course will hold at least two pre-departure sessions on campus totaling a minimum of five hours. Faculty may choose to hold post-travel sessions or require students to submit deliverables upon return to campus.

In previous years, courses have included a management course focused on contemporary strategic issues in Chile; a history course on social responsibility in Malaysia; an entrepreneurship course on the institutional environment and entrepreneurial opportunities in Japan; a literature course on play and performance in London; a humanities course on cultural histories in Spain; and management courses on start-up strategy in Spain, Portugal, and France.

Course Participants

Like other Babson elective courses, BEAs are open to all undergraduate Babson students provided that they meet the academic pre-requisites, are in good academic and social standing with the college, and are able to attend all course sessions including pre- and post-travel sessions.

There is no minimum GPA requirement for participants. The earliest a student may participate in a BEA is the summer of their first year. For financial reasons, each BEA must meet a minimum enrollment of 15 students. Courses may run with a maximum of 26 students.

Course Structure

Courses must meet the minimum credit hours for a four-credit course. Credit hours must include at least five hours of pre-departure sessions in addition to the travel portion of the course. Faculty are encouraged to design their courses with Babson's undergraduate learning goals and Glavin Office's student learning objectives in mind.

Course Proposals

Any faculty member at Babson College teaching at least one undergraduate course who has received approval from their Division Chair is eligible to submit a proposal for a BEA. Preference is given to faculty with prior experience teaching undergraduate courses overseas and who have knowledge and expertise of the location of study and local language(s). The Lead Faculty Member (LFM) is ultimately responsible for the course's academic design and program management, develops the learning plan and course schedule for the program, and follows all of the risk management procedures specific to a particular program and deals with student conduct issues on-site. I created a detailed list of required roles and responsibilities for the LFM before, during and after the course. This list is available in Appendix E. Faculty must be willing to take on these roles and responsibilities in teaching a BEA. Faculty with questions about their eligibility are encouraged to speak with their Division Chair and/or with the BEA Director.

Prior to submitting a new course proposal, faculty are instructed to review the Faculty Handbook in its entirety, particularly the sections on roles and responsibilities, elements of a strong proposal, reasons for postponing or canceling a course, and the course proposal timeline

(Appendix F). Faculty proposing a new course should review the updated New Course Proposal Form (Appendix G), and those proposing a repeat course should review the Repeat Course Proposal Form. Faculty are encouraged to use the newly created Elements of a Strong Proposal as a guideline for their course development:

- Learning objectives that reflect the course discipline and destination as well as undergraduate degree program, department, and BEA learning objectives
- Faculty knowledge of and experience in the destination country, culture, and language
- A detailed course itinerary that is realistic given the time, financial, and travel constraints of a short-term course in an international destination
- Proposal reflects feedback from the Glavin Office, is complete, and is submitted prior to the proposal deadline
- Destination and subject matter are unique and do not overlap with current course offerings
- Approval and backing from supervisor and department
- Activities that engage students with the local culture beyond tourist activities
- Multiple pre-departure sessions that include academic content, cultural preparation, health and safety, and group expectations
- Takes advantage of experiential learning opportunities abroad such as site visits, company visits, interactions with locals, and cultural experiences

Once faculty have an idea of the course they would like to develop, they should begin drafting their proposal and set up a meeting with the BEA Director to discuss their ideas. The BEA Director will offer the faculty feedback which should be incorporated in the actual course proposal. In order to be considered for the 2017-2018 academic year, all course proposals must be submitted online by February 1, 2017 using the New Course Proposal Form.

For faculty interested in teaching a repeat course, they will need to complete the evaluation and assessment process with their PM. In the Fall 2016 semester, faculty should review the updated Faculty Handbook to familiarize themselves with any new policies as well as the reasons for postponing or canceling a course. In light of feedback from the previous year, the faculty should make any additional course adjustments. They will need to communicate with the

BEA Director concerning their interest to re-propose their course and submit the online Repeat Course Proposal Form by the February 1, 2017 deadline.

Following the February 1 deadline, the BEA Director and PM will meet to review all of the new and repeat course proposals. A tentative decision will be made whether to run, postpone, or cancel each course. Courses will be reviewed against the recently added Elements of a Strong Proposal and the Reasons for Cancelling or Postponing a Course. While a course may run one year, the Glavin Office does not guarantee that it will run in subsequent years. New courses are considered experimental courses and will be evaluated after two years to determine whether they will become a regular offering. A course may be postponed or canceled for a variety of reasons including the following:

- Increased health and safety risks in the destination, as may be reflected in a U.S. Department of State Travel Warning
- History of low student enrollments in the course for two consecutive years
- Low student demand for the region or area of study
- Creating opportunities for new or other courses to run in a given academic year
- Course proposal requires further development
- Difficulties on behalf of the faculty in terms of meeting deadlines, attending meetings, responding to emails, and/or working with the Glavin Office
- Consistent negative feedback about the course from student evaluations and/or provider
- Course proposal submitted after the deadline
- Financial or logistics concerns in running and operating the course

Once a course has been approved to run in a given academic year, it may be canceled for a variety of reasons including:

- Increased health and safety risks in the destination, as may be reflected in a U.S. Department of State Travel Warning
- Low student demand and inability to meet the minimum student requirement by the final application deadline (generally 15 students)

After a tentative decision has been made, all courses will be reviewed by the Vice Provost and the Undergraduate Dean. Once the final list of courses has been approved, faculty will be

notified by the Glavin Office in early March 2017 regarding the status of their application. Faculty whose courses have been approved will work together with their assigned PM to develop, market and recruit for their course. All LFMs will be required to attend the BEA faculty meeting in the fall of 2017.

Curriculum

Overview

Each Babson Elective Abroad (BEA) must now include the following elements: a pre-course self-assessment; academic pre-departure sessions; a health, safety and culture workshop; a one to three-week travel component; a debrief session; a post-course self-assessment; and deliverables. The newly designed pre- and post-course self-assessments will be administered online and completed by the students before the first pre-departure session and after the travel portion of the course is complete. The Lead Faculty Member (LFM) must host a minimum of two academic pre-departure sessions totaling a minimum of five hours. These academic sessions should be taught by the LFM and should prepare students for their academic experience abroad. In addition to these sessions, the Glavin Office will provide each BEA with a newly re-designed interactive two and a half-hour workshop focusing on health, safety, and culture. Each workshop will include experiential learning activities that cater to different learning styles and will be tailored to the specific cultures and regions the course will visit. A sample workshop schedule can be found in Appendix H. Faculty will be responsible for designing the content of the travel portion of their course and must include a debrief session either in-country or upon return to campus. Faculty may assign deliverables to be completed during the pre-departure sessions, in-country, and/or after the travel portion of the course has ended. Some courses may include a final

paper or project that is due one week following the end of the course. Other courses may include a six-week consulting project following the course.

Course Design

Faculty will now be encouraged to design their own course learning objectives in light of Babson's undergraduate learning goals (Appendix D) and the newly developed Glavin Office's student learning objectives (Appendix B). These learning objectives should be attainable within the scope of a short-term program abroad. All course-related activities such as lectures, hands-on learning experiences, company visits, site visits, and cultural learning experiences should be designed around the course learning objectives. While faculty may include cultural site visits and unstructured time, this should not outweigh the academic content of the course.

Faculty are encouraged to keep student learning theory in mind when developing their curriculum, recognizing the specific needs of learners in the stage of Emerging Adulthood who are on a journey toward self-authorship. Each course should continually walk students through Kolb's Experiential Learning Cycle and should incorporate elements that cater to a variety of different learning styles. For example, suppose a faculty is teaching a management course in Portugal. In the morning, the group may learn about the culture by completing a scavenger hunt and visiting key sites around the city. Over lunch, the LFM and CA actively intervene in the student's learning by encouraging students to share some of their cultural observations. In the afternoon, the group visits a local start-up. Through presentations by the CEO and the faculty, students learn about how the Portuguese people's risk aversion influences the country's start-up culture. A group of students is then invited to work on a consulting project for this particular start-up. Throughout the course of the day, students have walked through each phase of the experiential learning cycle. The next day or even later that evening, the cycle will begin again.

As part of the Experiential Learning Cycle, the LFM will now need to consider how to incorporate reflection into their course. Reflection should throughout the course, not simply happen at the end. Some faculty may choose to include regular journaling as one of their deliverables. This may involve creative prompts such as having students choose two photos each day and writing a caption that captures a significant learning from the day. Faculty may also have students respond to daily prompts about how culture relates to business in that particular country. Other faculty prefer group reflection and include group reflection and processing throughout the course.

Faculty will now need to be mindful of designing experiences that push students out of their comfort zone and into their learning zone while at the same time keeping them out of their panic zone. This will require the LFM and CA to discern the appropriate levels of challenge and support needed for each student given their differing comfort, learning, and panic zones. Levels of challenge and support may vary throughout the course. At the beginning of the course, the LFM may provide students with two options to travel to a group welcome dinner. Students who feel comfortable may opt to make their own way via public transportation. Any student who feels uncomfortable may travel together with the LFM and CA. By the end of the course, however, the LFM may insist that all students make their own way via public transportation for the farewell dinner. Likewise, the faculty may push students out of their comfort zone by choosing to not simply host a guest lecturer and instead to organize a visit to a local start-up that includes a company tour and conversation with the founder about how the local culture affects entrepreneurial attitudes.

Staffing Plan

Babson Electives Abroad (BEAs) are run through the Glavin Office of Multicultural & International Education (Glavin Office). The BEA team consists of the Director, two Program Managers (PM), and one Program Assistant. The Lead Faculty Member (LFM) will be paired with one PM to manage their course and one Course Administrator (CA) to travel with the group.

The LFM will be responsible for submitting their course proposal, developing and facilitating the academic content for their course, completing their own financial reporting, and participating in the course assessment and evaluation process. The LFM must remain in regular communication with the PM, meet all requested deadlines, participate in the marketing of their course, read student applications, and select course participants. The LFM will be responsible for holding academic pre-departure sessions, facilitating the academic content abroad, and course grading. LFMs must adhere to all Babson health and safety protocol while abroad.

The LFM and PM will work together to develop and finalize the course itinerary and budget. The PM will be responsible for setting the student program fee and managing the course budget. The PM will manage the course logistics in partnership with the LFM and, in some cases, a Third Party Provider (TPP). The PM will manage the course marketing and enrollment and is responsible for developing health, safety, and cultural trainings for students, CAs, and LFMs. The PM will be supported by the Program Assistant. The Program Assistant is in charge of developing marketing materials, sending student invoices, and ensuring that student materials are submitted.

The CA will travel with the course and will ensure the health and safety of the group. Any Babson College administrator in an exempt role may apply for this role and can serve in this

capacity for up to two years. The CA will receive culture, health, and safety training from the Glavin Office. They will be responsible for their own financial reporting and for managing the group dynamics on the course. As appropriate, the CA will also help students to reflect on their learning during the course. A newly designed chart clearly outlining the respective responsibilities for the LFM, PM, and the CA before, during, and after course travel can be found in Appendix E.

Program Marketing

The Glavin Office retains responsibility for the majority of course marketing for Babson Electives Abroad (BEA). As a response to perceived student needs and desires, I have designed a new marketing strategy for the Glavin Office. Dr. Iris Berdow (2016), Associate Professor of Management at Bentley University, recently conducted a research study at Bentley on why students choose to take, or not take, international education experiences. One of the top reasons she found that Bentley students participated in a short-term program abroad was having an opportunity for personal growth and development. Her study concluded with the recommendation for Bentley to strengthen its message that international education is important and beneficial for personal and professional reasons.

The 2015-2016 Glavin Office Graduate Assistant conducted research on the office's marketing efforts. She found that students wanted to hear from their peers concerning their experiences studying abroad and wanted ready access to scholarship information. Students indicated that email was the primary way they wanted to receive communication from the Glavin Office. At the same time, they had trouble navigating the website.

The Glavin Office has also expressed concern about the diversity of its applicant pool. The office would like to see an increase in participation from traditionally underrepresented

groups including students of color, first-generation students, students who identify as LGBTQ, and students with disabilities.

To address these needs, I have updated many of the Glavin Office's marketing materials and revised its marketing strategy. Recognizing students' preferences for email communication, the Glavin Office will continue to send out regular emails to students announcing the BEA course offerings and important application deadlines. As part of the first stage of updating its website, I re-designed the course brochure pages on the Glavin Office Terra Dotta site. The brochure pages now utilize a more user-friendly format for students and include a table of contents linking to the different sections of the page: quick facts, a program overview, program details, information about housing and transportation, financial considerations, faculty information, and contact information for the Lead Faculty Member (LFM) and Program Manager (PM). These pages now include photos from previous years, a video presentation (Brainshark) about the course created by the LFM, and links to the slides from the information session (Appendix I).

Starting this year, excerpts from student's post-course self-assessments and video testimonials will also be included under the testimonials section on the course brochure page. Student testimonials and photos will be chosen to reflect the diversity of students at Babson. The website will also feature information on a variety of scholarship opportunities developed by staff and student workers in the Glavin Office. Financial information will be laid out more clearly so that students understand the full cost of the program.

In addition, the Glavin Office will continue to expand its in-person marketing efforts in the hopes of connecting BEA alumni with prospective students. When applications are open, the PM and BEA alumni will table in Reynolds Campus Center and Trim Dining Hall during key

lunch times. Course alumni from underrepresented backgrounds will be encouraged to participate in tabling efforts. The PM will work with the LFM, Student Financial Services, and course Alumni to host an information session prior to the first application deadline. These information sessions will include information about the course content, how this course will be beneficial to students' professional and personal development, information about the application process, and financial considerations including scholarship opportunities. It will also include a time slot for a BEA alum to share their experiences on the course.

To get the word out early, all first-year students will hear a newly re-designed 30-minute presentation during their First Year Seminar (FYS) about opportunities to study abroad during their time at Babson. This presentation was created by myself and two members of the Education Abroad team. These FYS presentations invite students to consider why they might study abroad during their time at Babson and what their short and long term options may be. They also showcase a testimony from a student who has previously studied abroad. In addition, the LFMs are encouraged to continue marketing their BEAs in their own courses. Faculty who are able to get in front of students early-on during their first and second years at Babson are more likely to attract students and fill their courses.

In addition to the Glavin Office's marketing efforts, the LFM will be responsible for marketing their courses in the following ways: ensuring that the PM has all of the relevant course information, developing a video (Brainshark) for the online course brochure page, advertising the course to their classes and networks, encouraging interested students and course alumni to invite their peers to apply for the course, meeting with interested students, presenting at the course information session, and in cases of low enrollment, being present at a "Meet the Faculty" event prior to the final application deadline. In both the video (Brainshark) and course information

session, faculty should include information about the course content and how students can hope to grow personally and professionally during the course. A detailed marketing plan and timeline can be found in Appendix J.

Student Recruitment and Admissions

In order to apply for a Babson Elective Abroad (BEA), students must fill out an updated online application through the Terra Dotta website by the application deadline (Appendix K). The day following the application deadline, the Program Manager (PM) will make applications available to the Lead Faculty Member (LFM) through their Terra Dotta account. The PM will review student's transcripts and inform the faculty whether the applicants have met the necessary pre-requisites. The LFM will be responsible for reviewing the applications and deciding which students to accept, defer, or reject. The LFMs are now encouraged to use uniform criteria and to accept a diverse group of students that reflect the diversity of the Babson community. This includes international students, domestic students, athletes, underrepresented groups, and students from different class years. Since students will continue to be housed in single-sex doubles, faculty are asked to select even numbers of male and female students to reduce the program cost.

Once the LFM has made their decisions, the names of accepted students are sent to the Class Deans to verify their eligibility to participate in the course. Students who are on a leave of absence, who do not meet the course pre-requisites, or who are in poor academic and social standing may be deemed ineligible or may require special accommodations to participate. Once the list of accepted students has been finalized, placement notifications will be sent to accepted and deferred students. Students will have approximately two weeks to confirm their placement, make a non-refundable deposit, and complete the necessary online submissions to confirm their

placement in the course. Online submissions include the following forms: Emergency Contact Form, Health & Wellness Form, Medical Insurance Information, Passport Information & Submission, Release & Waiver Agreement, Refusal of Medical Treatment, Academic Plan Confirmation, Program Fee Agreement, Student Conduct Policy, Acknowledgement of Pre-Departure Requirement, and Visa Requirements. Students who fail to confirm their placement in the course, submit their deposit, and/or complete their online submissions by the deadline will lose their place in the course and their place will be offered to another student.

Similar to the college admissions process, students will not have the opportunity to apply in two application cycles. They may complete an initial application by an early deadline or opt to apply in a later rolling application process. Students are encouraged to apply during the initial application cycle as this will give them the greatest chance of securing a placement on the course. Following the initial round of acceptances, a rolling application will open for the course. Students can apply up until the rolling application deadline. During the last week of each month, any new and deferred applications will be sent to the LFM for review. The same process will be followed as for the initial application round. I designed an admissions timeline for fall, winter, spring, and summer courses for the 2017-2018 academic year which can be found in Appendix L. This will be made publically available to faculty in the handbook.

In order for a course to be financially viable and to be confirmed to run, it must meet a minimum of 15 students. Once this minimum has been met, course participants will be notified. Should a course fail to meet a minimum of 15 students by the rolling application deadline, the course will be canceled on account of low enrollment. In the event that a student withdraws from the course, students from the deferred list may be added to the course up until the first pre-departure session.

Course Logistics

Program Types

When developing a course proposal, faculty may continue to choose from one of three program types: Independent Program, Overseas Institution, or Third Party Provider (TPP).

Faculty should choose a program type based on the following criteria: the complexity of the course logistics, cost effectiveness, the faculty's familiarity with the area, and the faculty's relationships and networks. The handbook will include descriptions of each program type, the rationale for each, and examples of courses using each model.

An Independent Program is best suited for courses with limited logistical needs where the faculty is familiar with the local area and language and has significant connections. Courses based in one or two areas with limited transportation and classroom needs can be easily coordinated by faculty in partnership with the Glavin Office. The London Theatre course is an excellent example of this. An Overseas Institution program is ideal for faculty who have a strong connection with an institution in the destination country. The partner institution can provide faculty with classroom space, guest lecturers, and housing. This type of program requires that the overseas institution handle the majority of the course logistics in partnership with the Lead Faculty Member (LFM) and the Program Manager (PM). The Malaysia course offers an excellent partnership model with the Universiti Tun Abdul Razak in Kuala Lumpur. Lastly, for courses with more complex logistics, that take place in multiple cities, or where the faculty is less familiar with the region, faculty should consider working with a TPP. While TPPs charge an additional cost, they are able to provide strong logistical support and can manage many of the complex needs of the faculty and students. In addition to providing logistical assistance in booking hotels and transportation, TPPs may provide assistance in securing company visits for

consulting projects as well as English speaking guides. They may also be able to secure better rates. Working with a TPP is the most preferred course type. Courses to Chile, Japan, Spain, and France currently work with a variety of TPPs.

Logistical Considerations

The LFM will need to take a number of logistical considerations into account when crafting a proposal and ultimately in developing their course in partnership with the PM and TPP. These logistical considerations will be laid out explicitly in the handbook. They include participant numbers, transportation options, accommodation, meals, safety issues, activities, and travel time.

Participant Numbers

The minimum number of students needed for a course to run is 15 students. Depending on the program type, destination, and course needs, courses may take a minimum of 15 students and a maximum of 26 students. Courses with larger student enrollments can benefit from cost scaling and may remain financially viable even if a student drops out at the last minute. In addition to the student participants, the LFM must account for themselves and the Course Administrator (CA) in logistical planning.

Transportation

In reviewing the course itinerary, the LFM, PM, and TPP will need to consider the most appropriate mode of transportation in light of the cost and the course needs. For courses that take place in urban areas with a strong public transportation, the LFM may opt to solely utilize public transportation and purchase public transportation passes for the duration of the course. Other courses may opt to use a mixture of public transportation, charter buses, or trains. TPPs and the

PM can assist in deciding the preferred modes of transportation. Faculty should consider the travel time between destinations when booking different activities.

All fall and spring semester courses leave from and return to Babson. For these courses, the PM will purchase a group flight for the participants, the LFM, and the CA. In some instances, the faculty may choose to travel separately. Transportation between Babson and Logan airport will also be provided. For winter and summer session courses, students will be provided a suggested flight itinerary and will be required to purchase their own flights. They will also be responsible for their transportation between Babson and the airport.

Accommodation

Appropriate accommodation will need to be chosen in light of the group's needs and cost. For undergraduate courses, students will be housed in single-sex double rooms. In the event of a gender imbalance, the program will cover the cost of a single room. The LFM and CA will be housed in single rooms in the same accommodation as students. Whenever possible, accommodations should include breakfast and elevator service. Hotels should be a minimum of a three-star hotel and should be found in safe and well-lit areas.

Meals

Faculty will need to decide what, if any, group meals will be provided by the program. Most courses include a welcome dinner, farewell dinner, and an alumni event. The cost of students, faculty, and administrators attending the alumni event is covered by the program fee. The cost of alumni attendance is subsidized by the Alumni Office. Hotels typically include breakfast. Otherwise, students are responsible for covering their own meals. Faculty and administrators may expense their meals and are encouraged to remain below the budget determined by the Program Manager.

Activities

Faculty will need to decide on the type of activities they will include in the course. Courses may include lectures by the faculty, guest lecturers, company visits, cultural visits, and other cultural or fun activities. Activities should reflect and promote the course's learning objectives, foster experiential learning, and help students move from their comfort zone into their learning zone. The costs of each of these activities, as well as gifts and any venue or transportation needs, must be incorporated into the itinerary and budget.

Health and Safety Plan

Health and safety concerns are of primary importance to the Glavin Office in sending students, faculty, and administrators overseas on a Babson Elective Abroad (BEA). Babson currently utilizes the services of International SOS to provide emergency services, medical referrals, and any other necessary emergency services to students, faculty, and administrators abroad. The Faculty Handbook will provide current and prospective Lead Faculty Members (LFMs), Course Administrators (CAs), and Program Managers (PMs) with the easily accessible and well-formatted information about International SOS, preparing for emergency situations, responding to a crisis (Appendix M), and important contact information. LFMs and CAs are encouraged to review all of this information in the handbook prior to departure. They will receive additional training through one-on-one and group sessions. These sessions will include any updates on policies and procedures as well as the opportunity to work in groups on newly designed case studies that reflect incidents from previous courses (Appendix N).

In addition to the online handbook, the LFM and CA will continue to receive a small notebook to carry with them on the course which will include important student information and health and safety protocol. Throughout their time abroad, the LFM and CA must remain in

contact with the PM. When they arrive at each location, they should touch base via text and phone with the PM to ensure that they are able to communicate in the event of an emergency.

In order to confirm their placement in the course, students will be required to complete a number of forms including the following: Emergency Contact Form, Health & Wellness Form, Medical Insurance Information, Release & Waiver Agreement, Refusal of Medical Treatment, and Student Conduct Policy. These content of each form will be made available to LFM and CAs in the handbook. Once students have filled out these forms, their information will be compiled by the PM and made available to the LFM, CA, and Babson Public Safety in the event of an emergency.

As part of the health, safety, and culture pre-departure session, students will also receive training from the PM and CA. During this session, students will learn about important health and safety protocols and will participate in a health and safety case study. They will also receive an emergency contact information page (Appendix O) including important phone numbers and addresses for their time abroad. Students will be instructed to always travel in groups where someone has a working cell phone that is able to receive texts and voice calls in the event of an emergency.

Budget and Budget Notes

Creating a Budget

In their course proposal, the Lead Faculty Member (LFM) will be responsible for submitting a rough estimate of costs for the course. Once the course has been approved, faculty running an independent program or a program in partnership with an overseas institution will work with the Program Manager (PM) to complete a newly designed budget worksheet (Appendix P). For LFMs preferring to use a Third Party Provider (TPP), the PM will send out a

request for proposals to various providers. Those TPPs wishing to make a bid for the course will need to include an itemized budget. Regardless of the program type chosen, the PM will work with the LFM and TPP (if applicable) to finalize the budget for the course. The PM will be in charge of managing the budget and setting the program fee for the course. Once the budget has been finalized and the program fee has been set, the total program costs are fixed. Any changes the LFM may want to make to the itinerary that affects the program cost must be offset somewhere else in the program to keep the program from running a deficit.

Budget Notes

The Faculty Handbook will now provide the LFM, CAs, and PMs with a general overview of the sources of revenue and categories of expenses for each BEA. BEAs have three primary sources of revenue: the program fee, CA Subsidy, and Provider Subsidy. Expenses fall into three categories: course related expenses, LFM expenses, and CA expenses. While the PM will ultimately finalize, manage, and reconcile the budget, it will be important for the LFM to have a general understanding of the different budgetary elements including how desired changes to the itinerary may impact the overall budget. Both the LFM and CA will also need to understand what expenses the college will cover during their course travels as well as their allotted budget.

Revenue

All Babson Electives Abroad (BEA) are financed primarily by the program fee paid by students participating in the course. This program fee is paid in addition to tuition and includes the student program costs including accommodations, breakfast, ground transportation, program planned meals, and excursions. It does not cover the student's international flight, visa costs, additional meals, or personal expenses. The fee also covers the LFM's cost including meals,

accommodation, international flight, local transportation, telephone, and any miscellaneous expenses. The program fee does not cover the cost of the CAs participation. Neither the LFM nor the CA receive any direct compensation via the program fee. LFM's compensation is calculated and paid directly through their department. The CAs

The program fee is set by the PM each year to slightly exceed the amount of anticipated expenses for the course. Considerations for setting the program fee include exchange rate fluctuations, inflation, unforeseen costs, and additional items being added to the course itinerary after the budget has been set. The program fee does not account for faculty compensation which is calculated by and paid through their department. The CA's participation in a BEA is considered a form of professional development. Exempt employees are eligible for this role and collect no additional compensation.

Additional revenue for the program comes from two subsidies from the college: the CA Subsidy and the Provider Subsidy. According to the agreement made between the Glavin Office and Babson College, one exempt college administrator may participate in each BEA. The college pays for their expenses on the course by providing each course with a CA Subsidy that reflects the cost of their participation in the course. Courses with higher costs receive a higher CA Subsidy than courses with lower costs. This subsidy pays for the CA's international flight, local transportation, meals, telephone, and other miscellaneous expenses. The subsidy is not designed as a form of compensation. Some courses will also receive a Provider Subsidy, whereby the Glavin Office allocates discretionary funding from its budget for guest speaker fees and other additional expenses on a BEA. This acts as supplementary revenue to the program fee.

Expenses

Course-related expenses include all expenses related to course travel including accommodation, transportation, course related meals, group activities, and any miscellaneous items. The LFM, CA, and students are required to stay in the same hotels throughout the duration of course of travel. If possible, hotels should be chosen that include breakfast and Wi-Fi. Students will be housed single-sex double rooms. In the event of a gender imbalance, students will stay in a forced single. Any forced singles will be covered by the program. Transportation costs will vary depending on the course itinerary. LFM's may choose from a variety of transportation options including charter bus rental, metro tickets, metro passes, train, or even taxi. In addition to breakfast at the hotel, the program fee will cover any group meals planned by the faculty. Most courses include a welcome dinner, farewell dinner, and alumni event. It does not cover the cost of other lunches and dinners. The cost of alumni attending the alumni event will not be covered by the program fee. A portion of their cost will be self-paid and the remainder will be covered by the alumni office. All activities included in the itinerary will be covered by the program fee. These may include company visits, cultural excursions, museum entrance fees, and other activities. The program fee also includes any miscellaneous expenses such as thank you gifts for company visits and tips for bus drivers. Smaller gifts will be provided by the Glavin Office and will come out of the general Glavin Office budget.

LFM and CA expenses include flight, hotel, meals, telephone, transportation, and other miscellaneous expenses. The PM will allot funds for each type of expense based on the expenses from previous years or independent research. The LFM and CA should budget appropriately and try to remain below the allocated budget. The cost of an international plane ticket in economy class is covered for both the LFM and CA. For Thanksgiving and March break courses, the CA

is required to travel on the group flight. For winter and summer break courses, the CA may purchase their own ticket. Regardless of the time of course travel, the LFM may book their own flight.

The program covers the cost of the hotels for the LFM and CA throughout the duration of the course. The LFM and CA will stay in single rooms in the same hotels as the student participants. If not on a group flight, the LFM and CA may arrive one day prior to the start of the course and one day following the last day of the course. In this case, their pre- and post-course hotel rooms will be paid for. Any additional hotel expenses will not be covered by the program.

The LFM and CA will be reimbursed for all of their meals while traveling and during the course. With the exception of breakfasts (included in the hotel rate) and group meals, LFMs and CAs will be responsible for purchasing lunches, dinners, and snacks using their Glavin Office issued purchasing card. LFMs and CAs must produce a receipt for each meal purchased and should, if possible, refrain from going over the allotted meal amount. For new courses, meal costs are estimated using the U.S. Department of State meal rates. For established courses, meal costs are estimated based on the previous year's expenses.

The LFM and CA may bring their own smartphone or borrow a Glavin Office issued smartphone. Both have the option of purchasing a local SIM card or adding an international plan to their phone. They will be reimbursed for any Babson-related calls made from abroad and/or for the addition of an international phone plan.

The majority of LFM and CA transportation costs will be covered under the group transportation expenses. Additional transportation such as taxi rides to and from the airport and additional local transportation to and from dinner will be covered by the program.

An additional sum of money will be allotted for miscellaneous expenses such as laundry and incidentals. LFM's and CAs are advised to limit their miscellaneous spending to less than the allotted amount.

Expenses such as the subscription for International SOS, access to TerraDotta, small gifts, printing, and utilizing rooms on campus are fixed costs that are calculated into the Glavin Office budget. These costs should not be included in the BEA budget unless requested by the PM.

Sample Budget

The Faculty Handbook will also include sample budgets to help guide LFM's and PM's in the creation of specific BEA course budgets. A sample course budget is included below with a budget summary and in-depth expenditures section. This budget was created specifically for the BEA to Chiba and Tokyo, Japan. Travel occurs during the Winter break, meaning that students will be arriving on their own since there is no group flight. This budget estimates 16 course participants. The LFM is expected to stay one night before and after the course and the CA one night before. This budget may be used as a guide for the creation of other BEA course budgets.

Budget Summary

REVENUE		
A. Program Fee	\$	33,600
B. Administrator Subsidy	\$	5,000
C. Glavin Subsidy	\$	2,000
<hr/>		
Total Revenue	\$	40,600
<hr/>		
EXPENDITURES		
A. Course Related Expenses		
1. Hotel	\$	16,205
2. Transportation	\$	7,263
3. Meals	\$	1,643

4. Activities	\$	4,654
5. Miscellaneous	\$	300

B. Faculty Expenses

1. Flight	\$	2,000
2. Hotel	\$	1,943
3. Meals	\$	500
4. Telephone	\$	150
5. Transportation	\$	100
6. Miscellaneous	\$	150

C. Administrator Expenses

1. Flight	\$	2,000
2. Hotel	\$	1,760
3. Meals	\$	500
4. Telephone	\$	150
5. Transportation	\$	100
6. Miscellaneous	\$	150

Total Expenditures	\$	39,418
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Total Surplus / Deficit	\$	1,182
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In-Depth Expenditures

Expense Category	Cost	Unit	Quantity	# of Units	Total						
A. Course Related Expenses											
1. Hotel											
a. Tokyo (High Rate)	¥ 31,280	/double room	2	8	¥ 500,480						
b. Tokyo (Low Rate)	¥ 27,554	/double room	5	8	¥ 1,102,160						
c. Chiba	¥ 57,132	/quad room	1	4	¥ 228,528						
<table><tr><td>Subtotal Hotel (JPY)</td><td>¥ 1,831,168</td></tr><tr><td>Exchange Rate (JPY / USD)</td><td>113</td></tr><tr><td>Subtotal Hotel (USD)</td><td>\$ 16,205</td></tr></table>						Subtotal Hotel (JPY)	¥ 1,831,168	Exchange Rate (JPY / USD)	113	Subtotal Hotel (USD)	\$ 16,205
Subtotal Hotel (JPY)	¥ 1,831,168										
Exchange Rate (JPY / USD)	113										
Subtotal Hotel (USD)	\$ 16,205										
2. Transportation											
a. Tokyo: 8 Hour Charter	¥ 106,600	/charter	3	1	¥ 319,800						
b. Tokyo: Hotel to Waseda University (One Way)	¥ 84,240	/charter	1	1	¥ 84,240						
c. Tokyo / Chiba: 8 Hour Charter	¥ 129,600	/charter	0	0	¥ -						

d. Tokyo / Chiba: Hotel to Strawberry Farm to Ryokan	¥ 250,000	/charter	1	1	¥ 250,000
e. Chiba / Tokyo: Ryokan to Hotel (One Way)	¥ 90,720	/charter	1	1	¥ 90,720
f. Suica Card	¥ 4,000	/card	1	19	¥ 76,000

Subtotal Transportation (JPY)	¥ 820,760
Exchange Rate (JPY / USD)	113
Subtotal Transportation (USD)	\$ 7,263

3. Meals

a. Welcome Lunch	¥ 4,600	/person	1	18	¥ 82,800
c. Meeting Room	¥ 713	/person	1	18	¥ 12,834
e. Alumni Dinner	¥ 5,000	/person	1	18	¥ 90,000

Subtotal Meals (JPY)	¥ 185,634
Exchange Rate (JPY / USD)	113
Subtotal Meals (USD)	\$ 1,643

4. Activities

a. Shodo	¥ 4,470	/person	1	18	¥ 80,460
b. Nigiri Sushi Experience	¥ 4,800	/person	1	17	¥ 81,600
c. Nigiri Sushi Experience (just lunch)	¥ 2,592	/person	1	1	¥ 2,592
d. Ganso Shokuhin Sample-ya	¥ 2,070	/person	1	18	¥ 37,260
e. Edokiriko	¥ 4,950	/person	1	18	¥ 89,100
f. Tempura Experience	¥ 5,500	/person	1	18	¥ 99,000
g. Wadaiko	¥ 5,750	/person	1	18	¥ 103,500
h. Disney Sea Ticket	¥ 4,920	/person	1	0	¥ -
i. Strawberry Picking	¥ 1,800	/person	1	18	¥ 32,400

Subtotal Activities (JPY)	¥ 525,912
Exchange Rate (JPY / USD)	113
Subtotal Activities (USD)	\$ 4,654

Subtotal Course Related Expenses (USD)	\$ 29,765
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5. Miscellaneous

a. Gifts	\$ 200	/course	1	1	\$ 200
b. Tips	\$ 100	/course	1	1	\$ 100

Subtotal Miscellaneous (USD)	\$ 300
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B. Faculty Expenses

1. Flight	\$ 2,000	/flight	1	1	\$ 2,000
2. Hotel					
a. Tokyo (High Rate)	¥ 23,920	/single room	3	1	¥ 71,760
b. Tokyo (Low Rate)	¥ 20,700	/single room	6	1	¥ 124,200
c. Chiba	¥ 23,598	/single room	1	1	¥ 23,598
3. Meals	\$ 500	/course	1	1	\$ 500
4. Telephone	\$ 150	/course	1	1	\$ 150
5. Transportation	\$ 100	/course	1	1	\$ 100
6. Miscellaneous	\$ 150	/course	1	1	\$ 150

Subtotal Hotel (JPY)	¥ 219,558
Exchange Rate (JPY / USD)	113
Subtotal Hotel (USD)	\$ 1,943

Subtotal Faculty Expenses (USD)	\$ 4,843
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C. Administrator Expenses

1. Flight	\$ 2,000	/flight	1	1	\$ 2,000
2. Hotel					
a. Tokyo (High Rate)	¥ 23,920	/single room	3	1	¥ 71,760
b. Tokyo (Low Rate)	¥ 23,598	/single room	5	1	¥ 103,500
c. Chiba	¥ 20,700	/single room	1	1	¥ 23,598
3. Meals	\$ 500	/course	1	1	\$ 500
4. Telephone	\$ 150	/course	1	1	\$ 150
5. Transportation	\$ 100	/course	1	1	\$ 100
6. Miscellaneous	\$ 150	/course	1	1	\$ 150

Subtotal Hotel (JPY)	¥ 198,858
Exchange Rate (JPY / USD)	113
Subtotal Hotel (USD)	\$ 1,760

Subtotal Administrator Expenses	\$ 4,660
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Total Expenses (USD)	\$ 39,418
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Financial Reporting

The Faculty Handbook will also include a section on financial reporting. The PM will be responsible for closing out the budget for the course. Within two weeks of the end of the course,

the LFM and CA will be responsible for submitting a paper expense report and an online Purchasing Card Allocation Report. To assist the LFM and CA in this process, I created a series of online tutorials that cater to a variety of learning styles. Information about these tutorials and links to view them can be found in Appendix Q.

Evaluation and Assessment

Using Wiggins and McTighe's (20015) Theory of Backward Design, I developed an assessment plan to assess student learning in light of the stated learning objectives. This assessment plan incorporates multiple methods and includes both quantitative and qualitative data as well as self-assessments and observations from the Lead Faculty Member (LFM), Course Administrator (CA), and Program Manager (PM). The complete assessment plan is available in Appendix R.

Each student's learning will be assessed using the Learning Objective Rubric (Appendix B) and the Assessment Plan (Appendix R). Faculty should incorporate and embed the Glavin Office's student learning objectives into their course and assess them using their chosen deliverables. In addition, faculty are encouraged to include the following elements into a student's participation grade: online self-assessments; observations by the PM, LFM, and CA; and journal entries.

Using the online Terra Dotta site, students will be required to complete a pre- and post-course self-assessment. These assessments encourage students to reflect on their anticipated and actual individual learning and growth in light of the course learning objectives (Appendix S). Acknowledging the limits of self-assessment, feedback will also be requested from the PM, CA, and LFM on several of the learning objectives. For example, the PM may provide feedback

about a particular student who had trouble securing their visa on time and the CA may offer feedback about a student who was left their group and traveled by themselves.

Each Babson Elective Abroad (BEA) will also be evaluated annually on a program level. Students will complete Babson's online Course Evaluation Survey at the end of the course. Courses in their first two years or that have made significant changes will require students to complete an additional BEA program evaluation focusing specifically on course content and logistical matters. The week after they return, the LFM and CA will meet with the PM and Third Party Provider (TPP), if applicable, for an initial course debrief. The course debrief will focus on what went well, lessons learned, and possible improvements for the coming year. Any behavioral incidents will be discussed at this point.

One month after the course has returned, the LFM and PM will meet to discuss how the students did in light of the learning objectives, the course evaluation survey, and the BEA program evaluation, if applicable. The focus of this conversation will be on student development and discussing improvements for the following year.

In his work on assessing study abroad, Mark Salisbury (2015) aptly notes that assessment is an ongoing and "iterative process of learning, assessing, and improving the educational effectiveness of the institution" (p. 29). Once feedback from all of the 2017-2018 courses has been compiled, the BEA team will meet over the summer to continue the assessment process and review all courses. They will compile a report for all LFMs and CAs including highlights from the year, best practices, and areas for improvement. This report will inform the BEA Administrator Training and Faculty Meeting for the 2018-2019 academic year. A summary of the student assessment and program evaluation plans is available in Appendix T.

Conclusion

This Course Linked Capstone (CLC) has discussed the rationale for and design of a publically accessible handbook for faculty teaching, or interested in teaching, undergraduate courses overseas through Babson's Electives Abroad (BEA) program. While this CLC does not offer a finished handbook, the hope is that this design will result in the creation and publishing of a publically available handbook in the fall of 2016. In its finished form, the handbook will provide prospective and current faculty with the tools and resources necessary to partner with the Glavin Office to write a course proposal, develop and manage their course, appropriately handle student issues and crises abroad, and evaluate their program upon return.

Making this handbook publically accessible will hopefully demystify the course proposal process, encouraging new faculty to submit innovative and strong course proposals. It will also provide a foundation for conversations between Program Managers (PM) and Lead Faculty Members (LFM) throughout the course development, management, and evaluation process. Throughout the process, the PM will be able to direct the LFM to a different section of the handbook, and when questions arise about crisis management protocol or rationales for course cancellations, both the PM and LFM can refer to the publically accessible handbook for guidance. The handbook will prove equally valuable for Course Administrators (CA) in understanding their role, crisis management protocol, and how to process their expenses upon return. With a strong interest expressed on behalf of key stakeholders at Babson including faculty, administrators, and members of the Glavin Office, the handbook has the potential to significantly impact the BEA program.

While an incredible resource, publishing a handbook online will certainly bring its own set of unique challenges. Babson is an entrepreneurial institution that fosters an entrepreneurial

mindset. Members of the Babson community like flexibility and prefer not to be locked down with rules, regulations, and policies. Codifying policies, such as course cancellation policies, and providing a framework for teaching a BEA may rub some faculty and administrators the wrong way. In addition, there is an added challenge associated with publishing timelines and policies, making it more challenging for the Glavin Office to adapt to new needs and demands. A published handbook will also require regular updating which will be added work for the Glavin Office staff team.

As the newest member of the BEA team, I am excited to have had the opportunity to work on this CLC project. It has allowed me to reflect on much of what I learned at SIT Graduate Institute and implement it in a real and tangible including developing learning objectives, assessment rubrics, course budgets, and an assessment and evaluation plan. I have learned about the challenges of implementing theoretical classroom learning in an organization with particular people and a particular culture. What may have worked at another institution may not work at Babson. Only time and an attempt at proper implementation will tell how successful this handbook will be. I hope that this design will result in the development of an actual handbook and that this handbook will prove fruitful in its first installment and be expanded to include an edition for graduate programs in the future. As I learned from my on-campus advisor Richard Rodman, program development is both an iterative process and a learning experience. Hopefully this time next year I will be able to evaluate the efficacy of my work, make adjustments, and move forward. This project has been beneficial for my own learning and development and will hopefully add value and benefit to the work of the BEA program.

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Appendices

Appendix A: Faculty Handbook Contents

- I. Letter to the Faculty
- II. Table of Contents
- III. Program Overview
 - A. What is an Elective Abroad?
 - B. Elective Abroad Learning Objectives
 - C. Degree Learning Objectives
- IV. Roles and Responsibilities
 - A. Program Manager
 - B. Faculty
 - C. Course Administrator
- V. Timeline for course proposal, development, management, and assessment
- VI. Proposing a Course
 - A. Outline of proposal process for new and returning courses
 - B. Elements of a strong proposal
 - C. Course cancellation and non-renewal policies
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- VII. Developing a Course
 - A. Program Development
 - 1. Program types
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 - 1. Pre-departure orientation
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 - A. Student forms
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- 1. Incident report forms
 - D. Case Studies
- XI. Rules and regulations for faculty
 - A. Visitors on the program
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- XII. Important contact information

Appendix B: Elective Abroad Student Learning Objectives Rubric

Learning Objective 1

Student responds appropriately to situations abroad in light of Babson's health, safety, and emergency protocol.

1	2	3	4	5	6
Emerging		Developing			Engaging
Demonstrates basic understanding of health, safety, and emergency protocol. Identifies how protocols may be implemented abroad.			Evaluates situations abroad and responds appropriately using health, safety, and emergency protocols.		

Learning Objective 2

Student demonstrates independence and confidence during international travel.

1	2	3	4	5	6
Emerging		Developing			Engaging
Shows basic understanding of the components of international travel such as securing a visa, navigating transportation systems, use of foreign currency and adhering to airport and security protocols. Timid and requires significant assistance during international travel.			Navigates international and in-country travel with ease. Independently researches and secures travel documents. Adheres to all airport and security protocols. Assists less experienced classmates.		

Learning Objective 3

Student demonstrates knowledge of the host culture including its underlying values, beliefs, and practices as well as its impact on diversity.

1	2	3	4	5	6
Emerging		Developing			Engaging
Shows a general awareness of host cultures underlying values, beliefs, and practices. Shows limited understanding of impact of diversity from a cultural context. Broad, sweeping comments with dichotomous thinking and ethnocentric perspectives.			Demonstrates an understanding of own culture's and host culture's underlying values, beliefs, and practices as well as their impact on diversity. Student's understanding reflects an in-depth grasp of reasons behind cultural differences.		

Learning Objective 4

Student develops strategies to effectively engage with cultural differences, issues of diversity, and challenging situations abroad.

1	2	3	4	5	6
Emerging		Developing			Engaging
Shows a basic understanding of cultural differences between home and host culture. Brainstorms options for bridging cultural gaps and issues of diversity. Feels challenged in applying these strategies during international travel.			Demonstrates understanding of cultural differences and issues of diversity. Brainstorms strategies and effectively applies them to engage differences abroad.		

Learning Objective 5

Student uses knowledge, diverse cultural frames of reference, and alternative perspectives to think critically and successfully engage cultural differences.

1	2	3	4	5	6
Emerging		Developing			Engaging
Acknowledges new perspectives exist but does not consider these perspectives in unfamiliar situations.			Increasingly involved in conversations of culture and diversity. Asks thoughtful questions and challenges customary knowledge. Actively listens to alternate		

Minimally open to questioning customary knowledge and perspectives.	perspectives, and applies new knowledge to cultural/diverse situations.
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Learning Objective 6

Student is able to reflect on his/her experience abroad, articulate lessons learned, and identify future applications.

1	2	3	4	5	6
Emerging		Developing			Engaging
When prompted, able to reflect on experiences and articulate some basic lessons learned. Able to identify how their learning might be used in future experiences.			Shows understanding of the value of reflection in experiential learning. Independently reflects on experiences and articulates key lessons learned. Able to identify how their learning will be useful in specific future personal and professional experiences.		

Appendix C: Qualtrics Survey Results

A total of 29 people responded to the Qualtrics Survey including 13 faculty, 12 college administrators, 2 members of the Electives Abroad team, and 2 other (1 staff and 1 retired faculty). A sample of their survey responses is included below.

Question #1: Below is a list of possible topics to be included in the handbook. What aspects of leading, managing, or administering an Elective Abroad would you find most useful in the handbook? Select as many as apply, "All of the Above," and/or write in any additional topics at the end:

#	Question	Very Useful + All of the Above	Very Useful	Somewhat Useful	Not Useful	Total Responses
2	Developing specific learning objectives for an Elective Abroad	12	10	9	3	22
3	Roles and responsibilities (Program Manager, Faculty, Course Administrator)	26	24	2	0	26
4	Timeline for proposing, developing, managing, and assessing an Elective Abroad	22	20	5	0	25
5	Outline of course proposal process for new and returning courses	17	15	7	1	23
6	Criteria or elements of a strong course proposal	16	14	4	5	23
7	Course cancellation and non-renewal policies	15	13	10	1	24
8	Program types, information on finding a good provider, and submitting a request for proposals	14	12	10	2	24
9	Marketing and recruitment	9	7	12	4	23
10	Application and student selection process	15	13	9	2	24
11	Preparing students for the experience abroad	21	19	5	1	25
12	On-site program management	25	23	2	0	25
13	Student development and dealing with student issues abroad	23	21	5	0	26
14	Financial considerations (creating a budget, expense reporting, purchasing cards, exchange rates)	16	14	8	3	25
15	Evaluations and assessment	14	12	11	2	25
16	Health and safety	21	19	7	0	26
17	Babson policies abroad	23	21	5	0	26
18	Emergency procedures	25	23	4	0	27
19	Important contact information	25	23	2	2	27
20	Other	N/A	1	0	0	1
21	All of the above	N/A	2	0	0	2

Question #2: What tools would you find most useful in a handbook?

#	Question	Very Useful	Somewhat Useful	Not Useful	Total Responses
1	Case studies (e.g. health and safety scenarios, dealing with student issues overseas)	12	10	2	24

2	Best practices (e.g. marketing, on-site program management, dealing with student issues)	17	7	1	25
3	Samples (e.g. sample budget, itinerary, learning objectives)	13	9	2	24
4	Brainsharks or audiovisual tools (e.g. financial reporting, online pre-departure sessions)	12	7	5	24
5	Activities (e.g. cultural scavenger hunts, cross-cultural activities)	6	13	4	23
6	Resources list (e.g. links to faculty-led programming, international SOS, mango language lessons)	13	11	0	24
7	List of Third Party Providers used by Babson faculty	11	11	1	23
8	Other:	1	0	0	1

Question #3: How likely would you be to use a handbook (online or printed) in the development or administration of an Elective Abroad?

#	Answer	Response	%
0	0	2	7%
1	1	0	0%
2	2	0	0%
3	3	0	0%
4	4	0	0%
5	5	3	10%
6	6	2	7%
7	7	1	3%
8	8	5	17%
9	9	8	28%
10	10	8	28%
	Total	29	100%

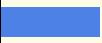


Question #7: How many years have you been working at Babson?

#	Answer	Response	%
1	0-1	1	3%
2	2-5	12	41%
3	6-9	8	28%
4	10+	8	28%
	Total	29	100%





Question #8: What is your experience with Babson Electives Abroad?

#	Answer	Response	%
1	I work on the Electives Abroad Team	3	10%
2	I have participated or led an Elective Abroad as a faculty or course administrator	19	66%
3	I have yet to participate in or lead an Elective Abroad as a faculty or course administrator	5	17%
4	I am indirectly involved with or support Electives Abroad through my role on the college administration	3	10%
5	Other:	0	0%

Question #9: What student populations do you primarily work with?

#	Answer		Response	%
1	Undergraduate students		7	24%
2	Graduate students		11	38%
3	Both graduate and undergraduate students		11	38%

Question #10: How many years have you been involved with Babson Electives Abroad?

#	Answer		Response	%
1	0-1		11	38%
2	2-5		10	34%
3	6-9		5	17%
4	10+		3	10%

Appendix D: Babson's Undergraduate Learning Goals

Knowing and understanding everything you possibly can about business isn't enough, at least not for a Babson graduate.

In talking with business leaders around the world, we found that they considered certain abilities vital for the success of their employees. We have incorporated these abilities into our curriculum, and, as you progress through the Foundation, Intermediate, and Advanced levels, you will continually refine these skills.

Babson embraces the principle that students learn and develop through their experiences across their undergraduate years, both in the classroom and throughout the community. This learning outcomes approach is focused on developing specific skills and abilities that will prepare students for their professional lives; equally important, it aims to challenge and influence students' personal growth, understanding of themselves and their responsibility to the community, and appreciation for diverse and divergent viewpoints. Through this approach Babson strives to create a learning and living environment that encourages students to become mature and well-grounded individuals and successful leaders in both business and the community.

1. **Rhetoric** – You can explore, reflect, analyze, and communicate critically and effectively.
2. **Quantitative and Information Analysis** – You have the analytic and technological skills needed to solve quantitative problems and effectively communicate their conclusions.
3. **Entrepreneurial Thinking and Acting** – You can create, identify, assess, shape, and act on opportunities in a variety of contexts and organizations.
4. **Global and Multicultural Perspectives** – You understand complex cultural contexts, and welcome and adapt to social, cultural, and intellectual diversity.
5. **Ethics and SEERS (Social, Environmental, and Economic Responsibility and Sustainability)** – You make ethical decisions based on an awareness of relevant stakeholders to simultaneously create sustainable social, environmental, and economic value.
6. **Leadership and Teamwork** – You understand your own sense of purpose and identity and are adept at leading and functioning effectively in teams.
7. **Critical and Integrative Thinking** – You can objectively analyze and critically evaluate issues and use a holistic approach to decision making.

Babson College. (2015). Learning Goals. Retrieved from <http://www.babson.edu/Academics/undergraduate/Pages/learning-goals.aspx>

Appendix E: Elective Abroad Roles and Responsibilities

	Lead Faculty Member (LFM)	Program Manager (PM) & Glavin Office	Course Administrator (CA)
Pre-Course			
Course Proposal	<ul style="list-style-type: none"> • Meeting with the BEA Director to discuss new course proposal or PM to discuss repeat course proposal. • Securing approval for course from Division Chair. • Submitting a complete course proposal (new or repeat) incorporating any feedback from the BEA Director or PM using the online system by the deadline. 	<ul style="list-style-type: none"> • Meeting with LFM to decide on framework for course to assist him/her in preparing proposal and designing syllabus. 	
Course Development	<ul style="list-style-type: none"> • Upon course review and approval, developing and submitting a complete syllabus within the required time limits for review for the upcoming academic year. This syllabus should include learning objectives, course expectations, a grading rubric, dates for key deliverables, and a reading list. • Collaborating with the PM to set and finalize key logistical components, the course budget, and the program fee for the course. • Meeting and communicating regularly with PM and Third Party Provider (if applicable) to set itinerary, company and site visits, cultural excursions, and other key visits and meetings. 	<ul style="list-style-type: none"> • Working with LFM to decide on preferred logistics (airfare itinerary, hotels, transportation, cultural excursions), then working with travel agent or Third Party Provider to make actual arrangements and secure best carriers and pricing. • Assisting, if needed, with securing site visits and communication with host institution, alumni, and contacts who might participate in the program. 	
Marketing, Recruitment & Enrollment	<ul style="list-style-type: none"> • Collaborating with the PM to market the course including promoting the course in class, hosting an information session prior to the initial application deadline, meeting with students individually, and, in the event of low enrollment or safety concerns, attending a Meet the Faculty session prior to the rolling application closing. • Following the application deadline, reviewing completed applications in light of selection criteria and communicating with the PM concerning which applications to approve, waitlist, or decline. 	<ul style="list-style-type: none"> • Partnering with the BEA Program Assistant to manage the marketing for all courses including online course brochure pages, general information sessions, reminder emails, etc. • Scheduling and booking rooms for information sessions, application, registration, and pre-departure dates. • Handling registration of students, which includes collecting applications, deposits, and confirming establishment of course Blackboard site. 	

	Lead Faculty Member (LFM)	Program Manager (PM) & Glavin Office	Course Administrator (CA)
Budgeting & Financial Management	<ul style="list-style-type: none"> • Collaborating with the PM to set and finalize key logistical components, the course budget, and the program fee for the course. 	<ul style="list-style-type: none"> • Creating invoices and processing student payments (Program Assistant) • Managing budget for the course. 	
Course Delivery	<ul style="list-style-type: none"> • Designing, managing, uploading key documents, and communicating with students via the course Blackboard site. • Hosting a minimum of two pre-departure sessions that prepare students for the course. These sessions should address the course's academic content, culture, health and safety, and logistics. LFM will work together with the PM, CA, and Third Party Provider (if applicable) to decide how these sessions will be structured. 	<ul style="list-style-type: none"> • Communicating regularly with students to inform them of travel arrangements, dates, deadlines, and miscellaneous course information. • Scheduling and organizing Health, Safety & Culture session. • Assisting with populating blackboard site with relevant course information. 	<ul style="list-style-type: none"> • Attending all pre-departure sessions • Partnering with the PM and LFM in delivery of the Health, Safety & Culture session.
Evaluation & Assessment	<ul style="list-style-type: none"> • Create evaluation and assessment plan. 	<ul style="list-style-type: none"> • Preparing student self-assessments and BEA evaluation survey (for new courses) • Communicating with Registrar about Course Evaluation Survey dates 	
Preparation for International Travel	<ul style="list-style-type: none"> • Attending all required Glavin sponsored meetings for BEA faculty. • Reviewing important health, safety, and emergency protocol. • Meeting with PM, CA, and Third Party Provider (if applicable) prior to departure to review important logistical matters and health and safety information. • Submitting a request for a cash advance at least two weeks prior to departure and communicating travel plans to Lori Sullivan to ensure that purchasing card is authorized for international travel. 	<ul style="list-style-type: none"> • Planning and hosting BEA Faculty Meeting and BEA Administrator Training session. • Processing all required checks for travel needs, refunds, visas, travel advances for LFM and CA. • Making all arrangements for program travel for LFM and CA. • Purchasing, preparing, and giving gifts to CA to be distributed to speakers and company visits on-site. • Scheduling regular meetings with LFM, CA, and Third Party Provider (if applicable) prior to departure to review important logistical matters and health and safety information. 	<ul style="list-style-type: none"> • Understanding the responsibilities of and fully supporting the LFM • Preparing for travel through self-education on country culture, facts, basic language, etc. • Becoming knowledgeable about Babson Emergency Protocols. • Attending annual BEA Administrator Training session. • Attending all meetings with PM, LFM, and Third Party Provider (if applicable) prior to departure to review important logistical matters and health and safety information.
During Course Travel			
Academic Content	<ul style="list-style-type: none"> • Being present and participating in all course-related activities throughout the course. • Running sessions, giving lectures, gathering students, and leading discussions around course content, culture, and health and safety issues. • Properly meeting, greeting, and thanking all host institution personnel, speakers, and hosts. 		<ul style="list-style-type: none"> • Being present and participating in all course-related activities throughout the course. • Engaging students in informal conversations and encouraging reflection about course content, culture,

	Lead Faculty Member (LFM)	Program Manager (PM) & Glavin Office	Course Administrator (CA)
	<ul style="list-style-type: none"> • Adding content and relevance by speaking on the bus, preparing the students for questions they may want to ask, and considerations to be aware of prior to each meeting. 		and their overall course experience as opportunities present themselves
Course Logistics	<ul style="list-style-type: none"> • Communicating as needed with PM, CA, and Third Party Provider concerning logistical issues. 	<ul style="list-style-type: none"> • Communicating regularly with LFM, CA, and Third Party Provider concerning logistical issues. 	<ul style="list-style-type: none"> • Carrying and managing thank you gifts, handling gratuities at group events and distributing materials, as needed. • Addressing travel logistics (in country) for the group, including resolution of issues as they occur “on the ground.” • Acting as the “point person” to the PM for travel, logistics, and course updates.
Health & Safety	<ul style="list-style-type: none"> • Handling any emergency or disciplinary issues that may arise in a professional manner and in collaboration with CA and PM (as needed) 	<ul style="list-style-type: none"> • Assisting LFM and CA in addressing administrative and/or student issues that arise during or following course delivery (such as assisting with medical emergencies, student problems, etc.). 	<ul style="list-style-type: none"> • Handling any emergency or disciplinary issues that may arise in a professional manner and in collaboration with CA and PM (as needed)
Budgeting & Financial Management	<ul style="list-style-type: none"> • Keeping track of all expenses incurred during the program. 		<ul style="list-style-type: none"> • Keeping track of all expenses incurred during the program.
Evaluation & Assessment	<ul style="list-style-type: none"> • Administering Course Evaluation Survey according to the Registrar’s procedures. 		
After the Course			
Evaluation & Assessment	<ul style="list-style-type: none"> • Meeting with the PM, CA, and Third Party Provider (if applicable) for initial course debrief. • Completing all course grading in a timely manner using the criteria listed in the syllabus. • Reviewing student self-assessments and all course evaluations. • Meeting with PM for final course debrief and planning for next year’s course. 	<ul style="list-style-type: none"> • Meeting with the LFM, CA, and Third Party Provider (if applicable) for initial course debrief. • Reviewing student self-assessments and all course evaluations. • Meeting with LFM for final course debrief and planning for next year’s course. 	<ul style="list-style-type: none"> • Meeting with the PM, LFM, and Third Party Provider (if applicable) for initial course debrief.
Budgeting & Financial Management	<ul style="list-style-type: none"> • Properly completing PCard allocation reports and expense reports within two weeks of the program’s completion. 	<ul style="list-style-type: none"> • Processing expense and PCard allocation reports • Managing the budget 	<ul style="list-style-type: none"> • Following Glavin Office/Babson policies and procedures for expenses and expense reports.
Miscellaneous	<ul style="list-style-type: none"> • Writing and sending necessary thank you letters. 		<ul style="list-style-type: none"> • Acting as a representative of Babson College and as such following the College’s expectations for professional conduct during all aspects of the course. • Partnering with the Glavin Office to share experience with the Babson College community after the course.

Appendix F: Course Proposal Timeline

Proposing a Course for the 2017-2018 Academic Year

Please review the timelines below for preparing a new or repeat course proposal for Fall 2017, Winter 2018, Spring 2008, and Summer 2008 Electives Abroad.

New Course Proposal

Time Frame	Action Items	Important Dates
Fall 2016	<ul style="list-style-type: none">Review Faculty Handbook including the timeline and proposing a course sectionsDraft an initial proposalSet up initial meeting with BEA Director to discuss course proposalWork on course proposal incorporating feedback from BEA Director	Before Jan 1, 2017
Spring 2017	<ul style="list-style-type: none">Submit online New Course Proposal form by deadlineNotifications sent out by Glavin Office<i>If approved:</i><ul style="list-style-type: none">Meet with Program Manager to begin course developmentFinalize tentative itinerary, provider, and budget<ul style="list-style-type: none">Fall & Winter CoursesSpring & Summer CoursesBegin marketing and recruitment including info sessions (Fall & Winter Courses ONLY)<i>If postponed:</i><ul style="list-style-type: none">Review Faculty Handbook including elements of a strong proposalMeet with BEA Director to discuss changes to be made	Feb 1, 2017 Mar 2017 Mar – May 2017 April 2017 July 2017 May 2017 March 2017
Summer 2017	<ul style="list-style-type: none">Work with Program Manager on course development	
Fall 2017	<ul style="list-style-type: none">Begin marketing and recruitment including info sessions (Spring & Summer courses)Attend Electives Abroad Faculty Meeting	Sep 2017 Sep 2017

Repeat Course Proposal

Time Frame	Action Items	Important Dates
AY 2016 - 2017	<ul style="list-style-type: none">Review course evaluationsMeet with Program Manager to debrief your courseMake recommendations for course in light of feedback	
Fall 2016	<ul style="list-style-type: none">Review Faculty Handbook AY 2017-2018 including policies for renewal or canceling courses	

	<ul style="list-style-type: none"> • Begin working on any course adjustments for AY2017-2018 in light of feedback from previous year 	
Spring 2017	<ul style="list-style-type: none"> • Communicate with BEA Director or Program Manager concerning interest in re-proposing course • Submit online Returning Course proposal form by deadline • Notifications sent out by Glavin Office • <i>If approved:</i> <ul style="list-style-type: none"> ○ Meet with Program Manager to begin course development ○ Finalize tentative itinerary, provider, and budget <ul style="list-style-type: none"> ▪ Fall & Winter Courses ▪ Spring & Summer Courses ○ Begin marketing and recruitment including info sessions (Fall & Winter Courses ONLY) • <i>If postponed:</i> <ul style="list-style-type: none"> ○ Review Faculty Handbook including elements of a strong proposal ○ Meet with BEA Director to discuss changes to be made 	Jan 2017 Feb 1, 2017 Mar 2017 Mar – May 2017 April 2017 July 2017 May 2017 March 2017
Summer 2017	<ul style="list-style-type: none"> • Work with Program Manager on course development 	
Fall 2017	<ul style="list-style-type: none"> • Begin marketing and recruitment including info sessions (Spring & Summer courses) • Attend Electives Abroad Faculty Meeting 	Sep 2017 Sep 2017

Appendix G: New Course Proposal Form

Faculty interested in proposing a new course for the AY 2017-2018 will need to complete the following online form by February 1, 2017.

Opening Statements

Please check the box next to any statement that is TRUE as of the completion of this new course proposal:

- I have met with the Director of Electives Abroad to discuss my Elective Abroad proposal
- I have incorporated any feedback I received in my proposal
- I have read through the Faculty Handbook and understand the process, policies, and responsibilities for teaching an Elective Abroad
- I have received approval from my Division Chair

[If all statements are TRUE, then move on to Basic Information. If one or more statements are FALSE, faculty may not move forward in the online system.]

Basic Information

- Faculty Name and Contact Info
- Division & Division Chair Name
- On/Off Load
- Faculty experience: *What is your experience in this countr(ies)? What is your experience leading student groups domestically or abroad?*

Course Overview

- Program Working Title
- Brief Description of Program
- Brief Description of Learning Objectives
- Type of Credit
- Pre-Requisites: *Please list any course pre-requisites.*
- Electives Abroad Learning Objectives Assessment: *Check the box to indicate that you have reviewed the Electives Abroad Learning Objectives. Describe how you plan to assess these learning objectives in your course?*
- Intercultural Learning: *How do you plan to incorporate opportunities for intercultural learning? Please list the activities that will allow the student to interact with the host culture.*
- Assessment & Evaluation: *How do you plan to assess student learning on the course? Include the deliverables and other assessment tools you will use.*
- Future Programs: *Do you intend to offer this program in the future? If so, how frequently?*
- Syllabus: *Please attach a copy of the syllabus.*

Academic Program

- Pre-departure sessions: *How many pre-departure sessions do you plan to offer? How many classroom hours will this include?*

- Post-Travel sessions: *Do you plan to conduct a post-travel session(s) or wrap up session? Will this happen in-country or on return to campus? How many classroom hours will this include?*
- Health, Safety & Culture sessions: *The Glavin Office will provide all Electives Abroad with a 2.5-hour session on health, safety, and culture. For courses that include a strong emphasis on culture, faculty can request a 1.5-hour session focused on health, safety, and course logistics.*

Student Selection & Enrollment

- Student Level: *Undergraduate, Graduate, Both Graduate & Undergraduate*
- Estimated number of participants: *Please include the maximum and minimum number of students. Note: The Glavin Office generally takes groups with a min. of 15 and max. of 26 students.*
- Student Interest: *Do you have knowledge of student interest in this program or destination? If yes, please explain below.*
- Special considerations: *Are there any considerations that you want students to know up front about the course? E.g. lots of walking, extreme temperatures, lack of variety of food, etc.*
- Selection criteria: *What selection criteria will you use to determine participants on your course?*
- Student Pitch: *Why do you think students should take this particular course?*

Course Logistics

- Program sites and location
- Duration (days)
- Dates (approximate): *Please include travel dates and official course start and end dates.*
- Course Model: *Choose what course model best fits your course.*
- Partners on the ground: *Please list the names and contact information for any institutions, Third Party Providers, or contacts you have on the ground.*
- Other faculty involvement: *Will other faculty be involved in the delivery of academic content? If yes, please include their name(s) below and what they will be delivering?*
- Accommodation: *What kind of accommodation do you anticipate in each location?*
- Transportation: *What method(s) of transportation do you anticipate using in each location?*
- Proposed itinerary (include a basic itinerary)

Course Budget

- Estimated cost: *Give an estimated cost per student for the course. Make sure to consider the following: accommodations, welcome/departure group dinner, ground transportation in country, entrance fees, speaker fees, equipment/conference rentals, internal course travel, faculty expenses (airfare, accommodations, meals, incidentals), pre-departure expenses, etc.*

Health, Safety & Risk Management

- Political Risk: *What is the political situation in the country and the area where the course will travel? Is this program to a location for which there is a current State Department warning or which is considered unstable or unsafe?*
- Health Risk: *Do you know of any health concerns in the area of travel i.e. immunizations, water quality, access to emergency care? If yes, please explain below.*

Appendix H: Sample Health, Safety, and Culture Workshop

The following is a sample outline for a Health, Safety, and Culture session for the Spain-Portugal Start-up Strategy course. The workshop is designed to run for 2.5 hours. It will be led by the Program Manager, Course Administrator, and Third Party Provider (if applicable). The Lead Faculty Member (LFM) is encouraged to participate.

Materials

Large paper
Markers and pens
Post-it notes
Blue tape
Pens
PPT

Print Outs

Case Studies

Emergency contact pages

Basic Timeline

Time	Minutes	Activity	Point
2:30 PM	10	Break – Post-its	Program Manager
2:40 PM	5	Overview of Session	Program Manager
2:45 PM	30	Culture: Global Mindset Discussion	Program Manager
3:15 PM	20	Travel & Logistics	Third Party Provider
3:35 PM	10	Break	
3:45 PM	40	Health & Safety: Case studies and Discussion	Program Manager & Course Administrator
4:25 PM	20	Group Expectations	Course Administrator
4:45 PM	15	O & A	All

Content

2:30 Break (post-its) (10 min)

Activity: Write on post-it notes and then put them up on the walls when done

- 1) One thing you are hoping to get out of the course
- 2) One expectation you have for your for classmates / this group on the course
- 3) One hesitancy you have about the course

2:40 Overview of Session (Program Manager) (5 min)

Purpose: To prepare students to be successful participants on the Spain/Portugal Start-up Strategy course

Objectives: By the end of this session, students will be able to:

- Identify personal and professional goals for the course
- Understand the course expectations, calendar, and logistics
- Respond appropriately to situations abroad in light of Babson's health, safety, and emergency protocol
- Demonstrate independence and confidence in international travel
- Demonstrate knowledge of the host culture including its underlying values, beliefs, and practices as well as its impact on diversity

2:45	Culture: Global Mindset Discussion (Program Manager)	(30 min)
	Interactive PPT presentation and group discussion. Topics include:	
	<ul style="list-style-type: none">▪ Culture as an iceberg▪ Global mindset▪ Moving out of your comfort zone▪ Hofstede's Dimensions: Comparison between countries	
3:15	Travel & Logistics (Third Party Provider)	(20 min)
	Review orientation packet. Topics include:	
	<ul style="list-style-type: none">▪ Accommodation▪ Transportation▪ Currency▪ Itinerary (if not covered by faculty)	
3:35	Break	(10 min)
3:45	Health and Safety (Program Manager & Course Administrator)	(40 min)
	Case Studies (small group discussion)	
	Key discussion points:	
	<ul style="list-style-type: none">▪ Group travel and buddy system▪ Making smart choices abroad: alcohol and drugs▪ Preparing for and responding to an emergency▪ Additional tips	
4:25	Setting Expectations (Course Administrator)	(20 min)
	<ul style="list-style-type: none">▪ Circle of expectations	
4:45	Q & A	(15 min)

Appendix I: Sample Course Brochure Page

Below is a brochure page developed for the 2017 Undergraduate Winter Elective Abroad to Japan. The full brochure page can be seen when scrolling from A to F. This particular brochure page does not showcase any student testimonials.

A

EPS3524 - Made in Japan: Institutional Environment & Entrepreneurial Opportunities

Chiba, Japan; Tokyo, Japan (Outgoing Program)
★ Featured:

Program Terms:

Winter Session

Apply Now
PVEB

Dates / Deadlines:

Term	Year	App Deadline	Decision Date	Start Date	End Date
Winter Session	2017	09/25/2016 **	Rolling Admission	01/07/2017	01/17/2017

** Indicates rolling admission application process. Students will be immediately notified of acceptance into this program and be able to complete post-decision materials prior to the term's application deadline.

Fact Sheet:

Class Status:	Undergraduate	Program Type:	Elective Abroad
Language(s) of Instruction:	English	Housing Options:	Hotel/Hostel
Program Advisor:	Alexandra Nesbida		

Program Description:

EPS3524 Made in Japan: Institutional Environment & Entrepreneurial Opportunities



Dr. Yasuhiro Yamakawa, Associate Professor
Entrepreneurship

CONTENTS

- Quick Facts
- Program Overview
- Program Details
- Housing & Transportation
- Financial Considerations
- Faculty Information
- Contact Information

B

QUICK FACTS

Timeline

Information Session	Tuesday, April 12, 2016 5:00pm-6:00pm Tomasso 202
Application Deadline	Sunday, April 24, 2016 11:59pm EST
Course Dates	
-- Pre-Travel	Saturday, November 5, 2016 9:00am-1:00pm Location TBD
	Saturday, December 3, 2016 9:00am-1:00pm Location TBD
-- Travel	Saturday, January 7, 2017 - Tuesday, January 17, 2017
-- Post-Travel	Deliverables due within a week after final day of course

Locations

Tokyo, Kanagawa & Chiba, Japan

Eligibility

Open to students who have completed the pre-requisite work and are in good academic and social standing with the college. See below for pre-requisite details.

Financial Considerations

Program Fee: \$2,500



Airfare (Estimated): \$1,500

Tuition: Tuition is paid directly to SFS and is billed at the 2016-2017 credit rate (\$1,509). Each Elective Abroad is 4 credits. Winter tuition is separate from fall and spring tuition charges, however, you may qualify for a tuition adjustment in a future year.

Additional Expenses: See financial considerations below.

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C

PROGRAM OVERVIEW

Course Description <p>This course is built on two major themes.</p> <p>(1) Institutional Environment: Provide students a chance to experience, and have an in-depth look at Japan's institutional environment (i.e., formal and informal rules of the game) – focusing on its unique culture and advanced technology. Students will have opportunities to examine this through various dimensions that constitute the country's institutional environment today (e.g., metropolitan vs. suburban, modern-contemporary vs. old-fashioned, global vs. local, product vs. service, high vs. low tech).</p> <p>(2) Entrepreneurship and Opportunity: Encourage students to practice Entrepreneurial Thought and Action (ET&A) within the institutional environment (e.g., social, political, cultural) in Japan. Students will work in teams to conduct observations, identify problems and opportunities, design an entrepreneurial initiative, and assess its impact (including stakeholder analysis) and feasibility – in various contexts/perspectives (e.g., location, industry, interest/theme).</p> <p>Faculty Brainshark</p> <p>To learn more about the course, watch the faculty's Brainshark presentation.</p>  <p>Information Session</p> <p>In case you missed the information session or wanted to review the information, the PPT slides are available here: UG Elective Info Session - Japan.pdf.</p> <p>Return to Top</p>


D

PROGRAM DETAILS
Credits <p>4 credits, Advanced Elective Credit</p>
Location <p>Tokyo & Chiba, Japan</p>
Eligibility <p>Open to First Year, Sophomore, Junior or Senior students. Applicant must be in and remain in good academic and social standing prior to and throughout participation in course.</p>
Course Pre-Requisites <p>N/A</p> <p>Return to Top</p>
HOUSING & TRANSPORTATION
Transportation <p>Charter bus, local train, subway</p>
Arrival Airport Code <p>NRT (arrival and departure) HND (arrival and departure)</p> <p>Return to Top</p>

E

FINANCIAL CONSIDERATIONS	
Financial Summary	
Program Fee	\$2,500
Airfare (Individual)	\$1,500
Tuition	Tuition is paid directly to SFS and is billed at the 2016-2017 credit rate (\$1,509). Each Elective Abroad is 4 credits. Winter tuition is separate from fall and spring tuition charges, however, you may qualify for a tuition adjustment in a future year.
Financial Aid & Grant Information	Contact SFS for more information
Billable subtotal:	\$4,000
Estimated Additional Meals	\$1,100
Estimated Incidentals	\$400
Visa (if applicable)	See notes below
Non-billable subtotal:	\$1,500
Total:	\$5,500
Program Fee and Airfare	
Includes: Accommodations, breakfast, ground transportation, program planned meals and cultural excursions.	
Not included: Tuition, international flight, visa costs, additional meals and personal expenses.	
The program fee is paid to the Glavin Office.	
Tuition, Financial Aid and Grant Information	
Tuition will be paid to SFS. To discuss tuition or your financial situation or to learn about grant opportunities, visit Student Financial Services.	
Additional Expenses	
Incidentals and additional meals (lunches and dinners) are based on the US Department of State Foreign Per Diem Rates (as of 4/1/2016) and reflect corporate rate estimates. These estimates are generally higher than student's needs, however, expenses vary with individual spending.	
All students are asked to research the visa requirements for their nationality to travel to Japan before committing to the course. Students are responsible for securing visas (as needed) before travel.	
Cancellation Policy	
All students who confirm their placement and later withdraw from the course are subject to the Elective Abroad cancellation policy. Please review this policy to understand any additional financial obligations.	
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FACULTY INFORMATION	
	<p>Dr. Yamakawa is an Associate Professor of Entrepreneurship at Babson College. He received his Bachelor of Laws from Keio University (Tokyo, Japan), obtained his M.B.A. in Strategic Management from Peter F. Drucker Graduate School of Management (Claremont, CA), and completed his Ph.D. in Entrepreneurship at the School of Management, University of Texas at Dallas (Richardson, TX). Prior to beginning his doctoral studies, Dr. Yamakawa spent ten years working in Japan's utility and telecommunication industries where he engaged in numerous corporate venturing activities and entrepreneurial start-ups. Dr. Yamakawa teaches in the areas/intersections of Entrepreneurship, Strategy, and International Business. He comes from a multi-cultural background, having lived in eight different countries around the world.</p>
	<p>Dr. Yamakawa's research explores the stimulants and constraints behind entrepreneurial learning and growth. His current research interests include: Learning from entrepreneurial failure, dilemmas inherent in corporate venturing activities, failure of industry emergence, and bankruptcy laws and entrepreneurship development around the world. Dr. Yamakawa has presented his research at leading academic conferences such as Academy of Management Conference, Academy of International Business Conference, and Babson College Entrepreneurship Research Conference. His paper, "Entrepreneurship and the barrier to exit: How does entrepreneur-friendly bankruptcy law affect entrepreneurship development at the societal level?" won the Best Paper Award from the Office of Advocacy, U.S. Small Business Administration, for exploring the public issue of importance to the entrepreneurial community. His paper, "How does experience of previous entrepreneurial failure impact future entrepreneurship?" was selected Best Paper Proceedings and as Carolyn Dexter Award finalist. His paper, "Revitalizing and learning from failure for future entrepreneurial growth" won the Irene M. McCarthy Best Paper Award. Dr. Yamakawa's work has been published in leading Entrepreneurship/Management journals such as Journal of Business Venturing, Entrepreneurship Theory & Practice, Research Policy, Strategic Entrepreneurship Journal, Small Business Economics, and Management International Review.</p>
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CONTACT INFORMATION	
<p>Program Manager</p> <p>Alex Nesbada anesbada@babson.edu (781)239-5244</p>	<p>Faculty</p> <p>Dr. Yamakawa yyamakawa@babson.edu (781)239-4747</p>
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Appendix J: Electives Abroad Marketing Calendar

Month	Week	All	Fall	Course Session Winter	Spring	Summer
March	1 st Week	FYS Presentations				
	2 nd Week	Finalize courses Update website Update course brochure pages	Email and connect with faculty - create Brainshark for website - set date and time for info session	Email and connect with faculty - create Brainshark for website - set date and time for info session #1		
	3 rd Week	Email Students: Course announcement (in conjunction with Registrar's UG Fall course listing) Email Class Deans with updated course listing	Create flyers Post faculty Brainshark to website	Create flyers Post faculty Brainshark to website		
	4 th Week	Email: Course Announcements	Print and post flyers	Print and post flyers	Email and connect with faculty - Create Brainshark for website	Email and connect with faculty - Create Brainshark for website
April	1 st Week		[Initial applications open] Email: Applications open Tabling in Trim and Reynolds	[Initial applications open] Email: Applications open Tabling in Trim and Reynolds		
	2 nd Week		Tabling in Trim and Reynolds Info session	Tabling in Trim and Reynolds Info session #1		
	3 rd Week		Email: Initial applications closing	Email: Initial applications closing		
	4 th Week		[Initial applications close]	[Initial applications close]		
May	1 st Week		[Rolling applications open]	[Rolling applications open]		

			Email: Rolling applications open	Email: Rolling applications open		
	2 nd Week					
	3 rd Week					
	4 th Week					
June	1 st Week					
	2 nd Week					
	3 rd Week					
	4 th Week					
July	1 st Week					
	2 nd Week					
	3 rd Week					
	4 th Week					
August	1 st Week			Create Print flyers Email: Rolling applications open Email and connect with faculty - Set date and time for info session #2	Create and print flyers Email and connect with faculty - Set date and time for info session #1 and 2	Create and print flyers Email and connect with faculty - Set date and time for info session #1 and 2
	2 nd Week					
	3 rd Week		Email: Applications closing			
	4 th Week	[Classes Begin]	[Applications close - Final]			
September	1 st Week	Schedule FYS presentations for Fall Semester Education Abroad Fair		Post flyers Tabling in Reynolds and Trim	[Initial applications open] Post flyers Tabling in Reynolds and Trim	[Initial applications open] Post flyers Tabling in Reynolds and Trim
	2 nd Week			Info session #2 or “Meet the Faculty”		
	3 rd Week			Tabling in Reynolds and Trim		
	4 th Week			[Rolling applications close]		

October	1 st Week	FYS Presentations			Tabling in Reynolds and Trim	Tabling in Reynolds and Trim
	2 nd Week				Info session	Info session
	3 rd Week				Email: Initial applications closing	Email: Initial applications closing
	4 th Week				[Initial applications close]	[Initial applications close]
November	1 st Week	FYS Presentations			Info session #2	Info session #2
	2 nd Week					
	3 rd Week				Emails: Applications closing	
	4 th Week				[Rolling applications close]	
December	1 st Week	FYS Presentations			Meet the faculty (if low enrollment)	
	2 nd Week					
	3 rd Week					
	4 th Week					
January	1 st Week	Schedule FYS presentations for Spring semester				
	2 nd Week					
	3 rd Week					
	4 th Week	[Classes Begin]				Tabling or “Meet the Faculty” [Rolling applications close]
February	1 st Week	FYS Presentations				
	2 nd Week					
	3 rd Week					
	4 th Week					

Appendix K: Undergraduate Elective Abroad Application

Instructions:

Please complete the application and submit to be considered for this Undergraduate Elective Abroad.

1. Course Interest

Briefly tell us what interests you about this particular course including the academic content and course location. What relevant academic, co-curricular, or other experiences have you been involved in at Babson or elsewhere that illustrate this interest? Please also include any leadership roles you currently hold or have held.

2. International Travel Experience

Please share why you are interested in international travel and feel free to include any international travel experience you have had to this point. **IMPORTANT NOTE:** Previous travel experience is NOT a prerequisite or selection criteria for participation in this course.

3. Global Mindset

Briefly describe what the term “global mindset” means to you and what importance do you believe it has for today’s professional leader? Include an explanation of what experience (if any) you have been exposed to as well as any interaction you have had with people from cultures other than your own.

4. Group Contributions

Participating on an Elective Abroad is a group learning experience. Given your experience at Babson, what do you envision bringing to the group? In what ways do you hope to positively contribute to the group dynamic on the course?

5. Personal Statement

Please use this section to submit a personal statement of 500 words or less to discuss why you wish to participate in this program, and how it will fit in with your academic experience at Babson. Please be clear about what you will contribute to this course as well as what you hope to gain from this learning experience.

6. Academic Plan Review

I understand that it is important to meet with my Class Dean to review how this elective abroad fits into my academic plan prior to accepting my placement.

[Select YES or NO]

Appendix L: Electives Abroad Process Timeline

Month	Week	All	Fall	Course Session Winter	Spring	Summer
March 2017	1 st Week					
	2 nd Week					
	3 rd Week					
	4 th Week					
April 2017	1 st Week		Applications open	Applications open		
	2 nd Week		Info session	Info session #1		
	3 rd Week					
	4 th Week		Initial applications close Applications reviewed Placements sent	Initial applications close Applications reviewed Placements sent		
May 2017	1 st Week		Rolling applications open	Rolling applications open		
	2 nd Week		Student confirmations and deposits due	Student confirmations and deposits due		
	3 rd Week					
	4 th Week		Rolling applications reviewed Placements sent	Rolling applications reviewed Placements sent		
June 2017	1 st Week					
	2 nd Week		Student confirmations and deposits due	Student confirmations and deposits due		
	3 rd Week					
	4 th Week		Rolling applications reviewed Placements sent	Rolling applications reviewed Placements sent		
July 2017	1 st Week					
	2 nd Week		Student confirmations and deposits due	Student confirmations and deposits due		
	3 rd Week					
	4 th Week		Rolling applications reviewed Placements sent	Rolling applications reviewed Placements sent		
August	1 st Week					

2017						
	2 nd Week		Student confirmations and deposits due	Student confirmations and deposits due		
	3 rd Week					
	4 th Week	[Classes Begin]	Rolling applications close Rolling applications reviewed Placements sent	Rolling applications reviewed Placements sent		
September 2017	1 st Week				Application opens	Application opens
	2 nd Week		Student confirmations and deposits due Final balance due	Info session #2 or “Meet the Faculty” Student confirmations and deposits due		
	3 rd Week					
	4 th Week			Rolling applications close		
October 2017	1 st Week					
	2 nd Week			Student confirmations and deposits due Final balance due	Info session	Info session
	3 rd Week					
	4 th Week				Initial applications close Applications reviewed Placements sent	Initial applications close Applications reviewed Placements sent
November 2017	1 st Week				Rolling application opens Info session #2	Rolling application opens Info session #2
	2 nd Week				Student confirmations and deposits due	Student confirmations and deposits due
	3 rd Week		Course Travel			
	4 th Week				Rolling applications close Rolling applications reviewed	Rolling applications reviewed Placements sent

					Placements sent	
December 2017	1 st Week				Meet the faculty (if low enrollment)	
	2 nd Week				Student confirmations and deposits due Final balance due	Student confirmations and deposits due
	3 rd Week					
	4 th Week					
January 2018	1 st Week			Course Travel		
	2 nd Week			Course Travel		
	3 rd Week			Course Travel		
	4 th Week	[Classes Begin]				Tabling or “Meet the Faculty” Rolling applications close Rolling applications reviewed Placements sent
February 2018	1 st Week					
	2 nd Week					Student confirmations and deposits due Final balance due
	3 rd Week					
	4 th Week					
March 2018	1 st Week					
	2 nd Week					
	3 rd Week				Course Travel	
	4 th Week					

Appendix M: Emergency Protocol

PREPARING FOR EMERGENCY SITUATIONS ABROAD

Pre-Departure

The Glavin Office will:

- Provide a review of the emergency protocol and emergency contact information to all participants prior to travel, ensuring all participants understand the emergency procedures.
- Ensure the faculty, administrator, and Babson offices have a working knowledge of resources and materials needed to address emergency situations.

The Administrator will:

- Review emergency protocol; be familiar with the process of addressing and reporting incidents.
- Review emergency protocol with faculty and students to confirm meeting points and communication plans in the event of an emergency while in country.

Upon Arrival to Each New City (in country)

The Administrator will:

- Check-in with the Program Manager to test emergency modes of communication.
- Confirm student contact information within 24 hours of arrival
 - *Note: It is strongly recommended that each student carry a mobile phone for the duration of the course. All students will provide their mobile phone number in the Terra Dotta system for both voice and SMS contact. If a student(s) plans to purchase a phone or SIM card in country upon arrival, the student(s) is required to provide the mobile number to the course Administrator within 24 hours of arrival. All students who do not have a mobile phone must communicate that to the Administrator upon arrival.*
- Discuss emergency procedures unique to location with participants.

During the Course

The Administrator will:

- Instruct and reinforce with students to travel in pairs or small groups during unscheduled time; confirm at least one student in the pair or group has a working mobile phone that can send and receive SMS and calls; and students must notify someone outside the pair or group of where they are going and when they expect to return.
- Discuss the political situation and developments with faculty and students to create student awareness, understanding, and alertness; defusing anxiety and ensuring students are prepared if they encounter an unsafe situation.
- Keep written log, in conjunction with Babson Crisis Response Protocol, to detail crisis/emergency situation/ behavioral incident, steps taken, all individuals involved in the situation and resolution, as well as necessary follow up actions, until crisis is resolved and completed.

Following the Course

The Administrator will:

- Complete any final reports and meet with the course Program Manager and faculty to debrief the course and any incidents that arose during the program.

WHAT TO DO IN A CRISIS / EMERGENCY

SUMMARY OF STEPS

1. Assess the situation and respond accordingly
2. Contact International SOS and respond accordingly
3. Contact Babson Public Safety and respond accordingly
4. Follow-up reporting

Specific Emergency Situations (how to respond):

- a) Medical Emergency
- b) Missing Student(s)
- c) Political unrest and natural disasters

STEPS IN DETAIL

1. Assess the situation and respond accordingly

Assess the situation and any threats or dangers it poses to students, faculty or administrators.

- What specific threats or dangers do they face?
- What immediate steps can and should be taken to reduce harm, danger or threat level?
- Are people safer staying where they are? If not, then where?

If you are not with students and receive a crisis call, ask:

- Name of student and nature of emergency
- Names of other individuals present
- Where they are located
- Telephone number where they can be reached and how long will they available at that number
- Where to locate student if communication should end (if different from above)

2. Contact International SOS and respond accordingly

International SOS +1.215.942.8226

Babson Group#: 11BSGC000046

- Be prepared to answer: Where? What group? Safety status? Concern/Situation?
- International SOS will contact Babson Public Safety, the Glavin Office, and other Babson contacts as needed.
 - *Your Program Manager will provide you with important numbers including office and cell numbers for the Director of Electives Abroad and your Program Manager.*

- Babson Public Safety will alert the Emergency Crisis Response Team (CRT) and will contact the emergency contacts (if appropriate), and manage parent/family communication.
- Do NOT release any information to those who are not authorized to receive it.
- International SOS can provide information regarding local laws (e.g. mental health, legal services, etc.).
- Faculty and Administrator will manage situation on the ground.
- Administrator will be primary contact on the ground for Babson.

3. Report the incident

- Follow the incident report guidelines.
- In the event of ‘major incidents’, update the Glavin Office Program Manager throughout the crisis and regularly in the hours or days following regarding the condition, safety and location of Babson students, faculty, and administrator and to pass along new information as it becomes available or as conditions change.

4. Follow-up reporting

Depending on situation:

- Follow-up with medical instructions and needs.
- Follow ISOS and Babson CRT instructions through the end of the crisis.
- Report out to ISOS, Babson CRT, and Glavin Office / Program Manager concerning resolution of the crisis.
- Document incident and submit report to Program Manager.

RESPONDING TO SPECIFIC EMERGENCY SITUATIONS

a) A Medical Emergency

If medical attention is needed, bring students to nearest medical center to receive immediate care.

- If emergency: Contact local emergency number
 - *Your Program Manager will provide you with local emergency numbers for all countries you are visiting.*
- Contact International SOS (Available 24/7): Tel: +1 215-942-8226 Babson Group#: 11BSGC000046
- Medical Providers
 - *Your Program Manager will include a list of English speaking medical providers for each city you will visit.*

Remember to keep receipts for reimbursement, obtain hospital records, and keep notes and complete incident report form.

b) Missing Students

If a student does not show up to scheduled session, try to verify the student’s whereabouts immediately by doing the following:

- Contact the student using all available resources (mobile phone, hotel, email, social media, etc.)
- Ask other students when the student was last seen (time, location, condition, etc.)
- If you cannot get information about the student within a reasonable time (based on circumstances)
- Contact Babson Public Safety and Program Manager to report information and respond accordingly
- Determine if you or Program Manager will contact ISOS to see what the missing person protocol is in the country you are visiting.
- Establish communication plan with Babson College.
- If group must proceed with planned program, Administrator should stay behind to wait or participate in search for missing student.

c) **Political Unrest and Natural Disasters**

In case of a natural disaster or political unrest, students are instructed to “check in” with leaders immediately. It is the Administrator’s responsibility to determine whether all students are accounted for and are safe, within one hour or as soon thereafter as is practical. Determine and record each student’s present location and instruct them where to go and what to do given the circumstances.

In the event of a major crisis Faculty and Administrator will make every effort to consult with the local provider and Babson Crisis Response Team (CRT) to assess the procedures. The health and safety of students, faculty are the priority in emergency situations and decisions will be based on recommendations and instructions given by the local provider, US Embassy, International SOS and Babson CRT.

Checklist for Leaders:

- Contact student participants to verify whereabouts and condition immediately. If necessary, provide students with emergency procedures. Communication Methods:
 - Via SMS: ("ALERT, date, at x hour (incident/activity) at (location) leave the area (meeting place) or do not come to the area, further updates to follow."
 - Via phone at hotel (if available), email, Terra Dotta, Blackboard, social media, etc.
- Meet at emergency meeting location.
 - Your primary emergency meeting location will be the hotel you are staying at in each city.
 - *Your Program Manager will provide you with the address and phone number for each hotel.*
- If the emergency meeting location is not available, the 2nd meeting location is the U.S. Embassy or Consulate in the city where you are staying.
 - *Your Program Manager will provide you with the address and phone number for the nearest U.S. Embassy or Consulate.*
- Maintain a written log of all actions, times, dates, logistics, and details of crisis through its completion. Provide follow-up or “All Clear” to all parties.

Appendix N: Health and Safety Case Studies

These case studies describe actual scenarios that have happened on a previous Babson Elective Abroad. Read through the case study in small groups and respond to the questions. As you prepare to go on an Elective Abroad, think about how you would respond if faced with a similar situation.

Case Study #1: Brazil

Your Role: Course Administrator

Your group is enjoying a night off in Parati, Brazil (a small, coastal, colonial vacation spot), after three very busy days of business meetings in Sao Paulo and bus travel to Parati. Small groups form and go out to enjoy the eateries and nightlife. About 11:00pm you are headed back to the hotel when you run into a female Babson student who is sitting on the curb, obviously inebriated. She seems to be having a conversation with a local. You observe her at one point putting her head down on the curb. Other group members are in the area, but it's not clear if they are with her or not. The person you are with comments that the situation seems harmless. They do not think it's necessary to intervene.

- How might you respond in this situation? Would you intervene? Why or why not?
- Thinking about your role as the Course Administrator, what do you see as your obligations in this situation?
- When you see the student at breakfast the following morning, what do you think you might say to her?
- Discuss possible consequences of this student's behavior for the individual student, the group, faculty, and the course.
- What follow-up measures might you consider?

Case Study #2: Uruguay and Argentina

Your Role: Course Administrator

The group you are traveling with to Uruguay and Argentina have been a "bit of a handful" during the first half of the course. You and the faculty have discussed your concerns about students pushing the limits of good behavior and have given the students a stern warning about your expectations for the course. That night, three male students are witnessed to have left the group with a local who offered to sell them 'cheap beer.' Within the hour the three students return to the hotel. They are banged up with gashes on their face and broken glasses. They report to a few in the group that they were mugged by a bunch of locals in an ally. You do not find out about the incident until the next day when they arrive for breakfast. The students said they reported it to the police but didn't get much assistance from them. They don't think the police will follow up with them.

- How might you respond in this situation?
- What are some of the safety and behavioral concerns you will want to address?
- How might you balance caring about the student's well being while also addressing the safety and behavioral concerns?
- Discuss possible consequences of these students' behavior for these students, the group, faculty, and the course.

- What follow-up measures might you consider?

Case Study #3: China

Your Role: Lead Faculty

It is 8:00am and your group is finishing breakfast before leaving for a day-long excursion to the Great Wall of China. The bus is scheduled to leave at 8:15am. At 8:10am a student comes to you to let you know that his roommate did not return to the hotel last night. You ask when he was last seen. The roommate tells you that when they were out at a bar the evening before, the missing student was talking with a local woman for most of the evening. When they were ready to leave the missing student informed them that he was going to walk the woman home. The roommate told him that he should just come with them, but the now missing student insisted so they left him at the bar. When asked if he had tried to reach him in the morning, the roommate tells you that the missing student does not have telephone service, only email when there is free wifi or when he chooses to turn his phone on.

- As the Lead Faculty, how might you respond in this situation? What steps would you want to take? Put them in the order they should occur.
- Assuming the student returns to the hotel later that day, what follow-up steps will you (or the Course Administrator) want to take?
- How might this student's behavioral choices affect the group, the individual student, you as the Faculty member, and any visits you have planned?
- What lessons did you learn from this scenario that you might want to implement or be mindful of on your upcoming course?

Case Study #4: Chile

Your Role: Lead Faculty

This is your first year leading an Elective Abroad. For the most part, the course has gone better than imagined. There is one student, however, who does not seem to be connecting with the rest of the group. She is well-traveled and comes from a prominent family who are big donors to the college. Near the end of the course, you hear that she has offered to bump three other students on the course up to first class for the return flight home. You are unsure how you feel about this since it is a group flight, but choose to say nothing. On the last day, the group takes a charter bus to the airport. Once you arrive at the airport and collect your luggage, you go inside the terminal and count to make sure everyone is there. You realize that this student is missing. You try calling her phone repeatedly. She does not answer.

- How might you respond in this situation? Who will you contact? What steps would you take?
- As the Lead Faculty, what do you see as your role in this situation? What do you see as the role of the Course Administrator?
- How might this situation affect the missing student, the group, you as the faculty, the course administrator?
- What lessons did you learn from this scenario? How might you implement these on future courses?

Appendix O: Sample Emergency Contact Information Page

 BABSON	BABSON COLLEGE MOB 3545 Spain-Portugal Start-up Strategy Lisbon, Portugal and Barcelona, Spain March 11-20, 2016	
	<u>Babson Lead Faculty</u>	<u>Babson Administrator</u>
Professor Peter Cohan	Kate Mills	
Olin Hall 304	Hollister Hall 348	
pcohan@babson.edu	cmills1@babson.edu	
Office Tel: +1.781.239.5912	Office Tel: +1.781.239.4584	
Travel Tel / WhatsApp: +1.781.392.9672	Travel Tel / WhatsApp: +1.413.329.4707	
<u>Babson College Emergency Contact</u>	<u>Tremont Global (Provider) Contact</u>	
Babson Public Safety	Michael (Mike) Brown	
Tel: +1.781.239.5555	Tel: 617-797-1965	
Available 24/7	24/7 Emergency #	
Tel: 617-797-1965		
<u>Accommodations Information</u>		
<u>Lisbon, Portugal</u>	<u>Barcelona, Spain</u>	
Hotel Marques de Pombal	Catalonia Plaza Catalunya	
Av. da Liberdade, 243	Bergara, 11, Eixample	
1250-143. Lisboa-Portugal	08002 Barcelona, Spain	
Tel: +351 21 319 7900	Tel: +34 93 301 51 51	
<u>US Embassy Contact Information</u>		
US EMBASSY - LISBON	US EMBASSY - BARCELONA	
Avenida das Forças Armadas	23 Paseo Reina Elisenda de Montcada	
Lisbon 1600-081	Barcelona 08034	
Tel: +351 21 7273300	Tel: +34 93 2802227	
lisbonweb@state.gov	consularbarcel@state.gov	
http://portugal.usembassy.gov	http://barcelona.usconsulate.gov/	
<u>International SOS Contact</u>	<u>In-country Emergency Numbers</u>	
Telephone: +1.215.942.8478	European Emergency Number: 112	
Babson Group #: 11BSGC000046		
Available 24/7		
<u>Glavin Office Contacts</u>		
Program Manager: Alex Nesbeda		
anesbeda@babson.edu		
Office: +1.781.239.5244		
Cell / WhatsApp: +1.201.787.1403		
Secondary Contact: Elise Beaudin	Glavin Office (Main)	
ebeaudin@babson.edu	GlavinOffice@babson.edu	
Office: +1.781.239.4482	Office: +1.781.239.4565	
Cell: +1.508.561.8245		

Appendix P: Budget Worksheet

The Program Manager will work with the Lead Faculty Member to complete the following budget worksheet for their course.

Expense Type	Description	Cost	Unit	Quantity	# of Units	Total
Course Related Expenses						
Hotel: Accommodation (including breakfast) – double room			/double room			
International Airfare: RT from Boston						
Local Transportation: Charter bus, train, metro, airport transfers						
Meals: Group meals generally include welcome dinner, farewell dinner, and alumni reception (optional)						
Activities: Group activities include cultural visits						
Facility Rental: Cost for renting hotel or classroom space						
Miscellaneous: Additional expenses including gifts						
Faculty Only Expenses						
Hotel: Accommodation (including breakfast) – single room			/single room			
Meals: Lunch and dinner during the course (outside of group meals)						
Telephone: SIM card or international plan						
International Airfare: RT from Boston						
Local Transportation: Local bus, train, metro, airport transfers						
Miscellaneous: Additional anticipated expenses						
Total Expenses						
TOTAL (Local Currency)						
Exchange Rate						
TOTAL (USD)						

Appendix Q: Financial Reporting

To assist in financial reporting following an Elective Abroad, the Glavin Office has created several online Brainshark tutorials. Links to these Brainsharks are included below:

Brainshark 1 - Before you go - Documentation and PCards

The purpose of this tutorial is to prepare you to correctly document expenses and appropriately use your PCard on an Elective Abroad. By the end of this tutorial you will be able to:

- Collect appropriate documentation for your expense report while abroad
- Use your PCard for Babson approved activities while abroad

Watch the Brainshark here --

<https://www.brainshark.com/babsoncollege/vu?pi=zElzD90FHZPL1Yz0>

Brainshark 2 - When you return – Expense Reports

The purpose of this tutorial is to prepare you to complete a Glavin Office Expense Report when you return from an Elective Abroad. By the end of this tutorial you will be able to:

- Understand which expenses to include on a Glavin Office expense report
- Appropriately organize your receipts
- Create expense reports for different currencies

Watch the Brainshark here --

<https://www.brainshark.com/babsoncollege/vu?pi=zFrz3nOEIzPL1Yz0>

Brainshark 3 - When you return – PCard Statement Online

The purpose of this tutorial is to prepare you to process your PCard when you return from an Elective Abroad. By the end of this tutorial you will be able to:

- Understand the process for Glavin Office and Department Issued PCards
- Process your own PCard statement using the online system

Watch the Brainshark here --

<https://www.brainshark.com/babsoncollege/vu?pi=zHizmOIyqzPL1Yz0>

Appendix R: Assessing Student Learning Objectives

Learning Objective	Evidence	Examples	Learning Experiences and Instruction	Assessment Tools
Student responds appropriately to situations abroad in light of Babson's health, safety and emergency protocol.	Evaluates situations abroad and responds appropriately using health, safety, and emergency protocols.	Travels in groups of 2+ Chooses appropriate modes of transportation when traveling outside of group activities Responds to messages from faculty and administrator Follows emergency protocol in event of crisis	Pre-Departure: Health and safety case studies In country: Administrator reminders	Participation grade: Faculty and administrator observations abroad Post-course self-assessment
Student demonstrates independence and confidence during international travel.	Navigates international and in-country travel with ease. Independently researches and secures travel documents. Adheres to all airport and security protocols. Assists less-experienced classmates.	Researches visa requirements, collects documents, and secures visa before deadline Navigates airport security and is on time for flight Uses local transportation for class or personal travel Assists other students in local and international travel	Pre-Departure: Health and safety case studies Post Application: Getting a visa, booking a flight In country: Independent travel for non-group meals, sightseeing, scavenger hunts	Pre-course self-assessment Participation grade: Program Manager observations, faculty and administrator observations abroad Post-course self-assessment
Student demonstrates knowledge of the host culture including its underlying values, beliefs, and practices as well as its impact on diversity.	Demonstrates an understanding of own culture's and host culture's underlying values, beliefs and practices as well as their impact on diversity. Student's understanding reflects an in-depth grasp of reasons behind cultural differences.	Articulates values, beliefs, and practices of own culture Engages with locals and local culture Articulates values, beliefs, and practices of host culture Asks questions about reasons behind gender differences in country	Pre-Departure session: Host country culture, Hofstede's Dimensions, Culture Puzzle In country: Guided cultural site visits, guided discussions around culture and course content, interviews with locals, scavenger hunts, service projects in the community	Pre-course self-assessment Participation grade: Faculty and administrator observations abroad In country: Journal Post-course self-assessment
Student develops strategies to effectively engage with cultural differences, issues of diversity, and challenging situations abroad.	Demonstrates understanding of cultural differences and issues of diversity. Brainstorms strategies and effectively applies them to engage differences abroad.	Articulates similarities and differences between own and host culture Articulates how gender impacts work culture Brainstorms ways to communicate indirectly with host country nationals Attempts indirect communication with nationals on consulting project	Pre-Departure: A life without questions or no questions please (Janet Bennett) In country: Group discussion, consulting projects	Participation grade: Faculty and administrator observations abroad In country: Journal Post-course self-assessment

Learning Objective	Evidence	Examples	Learning Experiences and Instruction	Assessment Tools
Student uses knowledge, diverse cultural frames of reference, and alternative perspectives to think critically and successfully engage cultural differences.	Increasingly involved in conversations of culture and diversity. Asks thoughtful questions and challenges customary knowledge. Actively listens to alternate perspectives, and applies new knowledge to cultural/diverse situations.	Engages in conversations with peers and/or locals around culture and diversity Asks thoughtful questions at site or company visits and challenges customary knowledge Actively listens to alternative perspectives from peers, locals, and presenters Applies new knowledge in consulting projects, site, or company visits	In country: Consulting projects, company visits, group discussions, interviews with locals	Participation grade: Faculty and administrator observations abroad In country: Journal Final deliverable Post-course self-assessment
Student is able to reflect on his/her experience abroad, articulate lessons learned and identify future applications.	Shows understanding of the value of reflection in experiential learning. Independently reflects on experiences and articulates key lessons learned. Able to identify how their learning will be useful in specific future personal and professional experiences.	Articulates lessons learned about doing business in another culture Articulates how cultural learning can apply in group projects on campus Expresses the value of reflection on learning	Application & Pre-Departure Sessions: Hopes for the course In country: daily debriefs on the bus, farewell dinner, end of course debrief Post course: New England Returnee Conference, alumni panels, sharing at info session and tabling events,	Pre-course self-assessment Participation grade: Faculty and administrator observations abroad In country: Journal Final deliverable Post-course self-assessment

Appendix S: Student Self-Assessments

The Glavin Office has five stated learning objectives for an Elective Abroad:

1. Student responds appropriately to situations abroad in light of Babson's health, safety and emergency protocol.
2. Student demonstrates independence and confidence during international travel.
3. Student demonstrates knowledge of the host culture including its underlying values, beliefs, and practices as well as its impact on diversity.
4. Student develops strategies to effectively engage with cultural differences, issues of diversity, and challenging situations abroad.
5. Student uses knowledge, diverse cultural frames of reference, and alternative perspectives to think critically and successfully engage cultural differences.
6. Student is able to reflect on his/her experience abroad, articulate lessons learned and identify future applications.

Pre-Course Self-Assessment

In light of the above learning objectives, please share some of your thoughts as you prepare for your upcoming Elective Abroad experience. This self-assessment is for your own learning purposes. Your participation grade in the course will reflect whether or not you have completed the self-assessment.

1. What do you hope to gain from this course? What do you anticipate will be most challenging?
2. Describe one cultural similarity and one cultural difference you anticipate between your home culture and the culture you will be visiting during your Elective Abroad.
3. On a scale of 1-10 (1 = lowest, 10 = highest), rate yourself in the following areas:
 - a) Comfort level with international travel
 - b) Openness to new experiences and activities
 - c) Awareness of values and beliefs of your home culture
 - d) Awareness of values and beliefs of the cultures you will be visiting
 - e) Tolerance for differences
 - f) Willingness to confront problems and look for alternative solutions
 - g) Strength in handling unpredictable and unfamiliar situations
 - h) Ability to reflect and articulate lessons learned

Post-Course Self-Assessment

In light of the above learning objectives, reflect on your Elective Abroad experience and respond to the following questions:

1. Share one thing that you learned during this Elective Abroad that you feel will be useful in your personal, professional, or academic life.
2. Having participated in this Elective Abroad, what travel advice would you give a student going on next year's course?
3. Choose one photo from your Elective Abroad that you feel describes your biggest cultural learning during your Elective Abroad. What did you learn about yourself, your culture, and your host culture?
4. What questions, if any, did this Elective Abroad raise for you?
5. On a scale of 1-10 (1 = lowest, 10 = highest), rate yourself in the following areas:

- a) Comfort level with international travel
- b) Openness to new experiences and activities
- c) Awareness of values and beliefs of your home culture
- d) Awareness of values and beliefs of the cultures you will be visiting
- e) Tolerance for differences
- f) Willingness to confront problems and look for alternative solutions
- g) Strength in handling unpredictable and unfamiliar situations
- h) Ability to reflect and articulate lessons learned

Appendix T: Student Assessment and Program Evaluation

	Student Assessment	Program Evaluation
Pre-Course	<ul style="list-style-type: none"> ▪ Pre-Course Self-Assessment ▪ Program Manager observations 	
During Course	<ul style="list-style-type: none"> ▪ Faculty and Course Administrator observations ▪ Journals ▪ Deliverables (if applicable) 	
1-2 Weeks After Course	<ul style="list-style-type: none"> ▪ Post-Course Self-Assessment 	<ul style="list-style-type: none"> ▪ Course Evaluation Survey ▪ Elective Abroad Program Evaluation (New Courses ONLY) ▪ Initial Debrief (Faculty, Course Admin, Program Manager, Third Party Provider)
1-2 Months After Course		<ul style="list-style-type: none"> ▪ Second Debrief (Faculty, Program Manager)
Summer		<ul style="list-style-type: none"> ▪ Electives Team Meeting ▪ 2017-2018 Report & Recommendations